DOCUMENT RESUME

ED 191 779 SO 012 825

| | |
|---|---|
| TITLE | A Survey of Citizen Education Activities and Interests in Elementary, Middle/Junior High, and Senior High Schools in New Jersey: Final Report, Volume 1: Purpose, Procedures, and Results [and] Volume 2: Tables. |
| INSTITUTION | Research for Better Schools, Inc., Philadelphia, Pa. |
| SPONS AGENCY | National Inst. of Education (DHEW), Washington, D.C. |
| PUB DATE | 31 Jul 78 |
| NOTE | 317p.: For related documents, see SO 012 822-825. Items 1-13 throughout volume 2 may not reproduce clearly from EDRS in paper copy due to small print type. |
| AVAILABLE FROM | Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($12.00 per 2 volume set) |
| EDRS PRICE | MF01/PC13 Plus Postage. |
| DESCRIPTORS | *Citizenship Education: Community Involvement: Curriculum: Education: *Educational Needs: *Educational Practices: Educational Research: Elementary Secondary Education: Environmental Education: Family Life: Global Approach: Human Resources: Legal Education: *School Activities: School Community Relationship: *School Surveys: Social Development: Tables (Data): Values Education |
| IDENTIFIERS | New Jersey |

ABSTRACT

A two-volume report of a survey to identify current school activities and interests in 16 program areas related to citizenship education in New Jersey is presented. These program areas include environmental studies, involvement of community members in the schools, citizen-related social and cognitive skills; law-related education; family life education (for students and parents), moral/ethical/values education, student involvement in school governance, student activities in the community, measures of social development, global education, analysis of the mass media, and inservice training on students' social development. Separate sections of the report discuss the purpose of the survey, questionnaire development, data collection and processing, and results. The sample consisted of 202 elementary, junior, and senior high school principals who responded to a questionnaire. Results indicate that the single item of interest in all schools was involvement of community members in the schools. The need for conducting inservice workshops for staff on students' social development was also expressed. Other items of high interest included the study of legal rights and responsibilities in a democratic society, ethnic studies, and environmental education. Low interest items included student involvement in the community and workshops for parents of junior high and high school student's on family life. Volume II of the report contains statistical tables to which the text of Volume I refers. (KC)

ED191779

# A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS IN ELEMENTARY, MIDDLE/JUNIOR HIGH, AND SENIOR HIGH SCHOOLS IN NEW JERSEY

FINAL REPORT

VOLUME 1: PURPOSE, PROCEDURES, AND RESULTS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Willik Rouk

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Submitted to

National Institute of Education

SP 012 825

by

Research for Better Schools, Inc.
Suite 1700/1700 Market Street
Philadelphia, Pennsylvania 19103

July 31, 1978

vol 2

TABLE OF CONTENTS


| | Page |
|---|---|
| List of Tables | ix |
| List of Figures | xi |
| Preface | xiii |
| Introduction | 1 |
| Conception of Citizen Education | 1 |
| Purpose of the Survey | 3 |
| Major Questions | 4 |
| Procedures | 5 |
| Survey Sample | 5 |
| Nature of the sample | 5 |
| Random selection process | 6 |
| Sample size | 7 |
| Representativeness of the sample | 7 |
| Survey Questionnaire | 12 |
| Citizen education items | 12 |
| Demographic items | 19 |
| Format of the questionnaire | 19 |
| Pilot tests of the questionnaire | 20 |
| Questionnaire reproduction | 23 |
| Data Collection Procedures | 24 |
| Initial contact with school principals | 24 |
| Distribution of mail questionnaires | 24 |

Page

Follow-up procedures . . . . . 25

Telephone interview process . . . . . 26

Further contact with school principals . . . . . 27

Data Processing Procedures . . . . . 29

Coding . . . . . 29

Summarization of the data . . . . . 32

Precision of percents and means . . . . . 34

Other analyses . . . . . 35

Outside Reviews of Survey Procedures . . . . . 37

New Jersey Department of Education . . . . . 37

Research for Better Schools, Inc., Institutional Review Board . . . . . 38

Dr. Leonard L. LoSciuto, Director, Institute for Survey Research, Temple University . . . . . 39

Results . . . . . 41

Item 1: Environmental Studies . . . . . 42

Elementary schools . . . . . 42

Middle/junior high schools . . . . . 43

Senior high schools . . . . . 44

Comparisons among school levels . . . . . 45

Item 2: Community Members at School . . . . . 46

Elementary schools . . . . . 46

Middle/junior high schools . . . . . 47

Senior high schools . . . . . 48

Comparisons among school levels . . . . . 50

Page

Item 3: Multicultural Education . . . . . 51

Elementary schools . . . . . 51

Middle/junior high schools . . . . . 52

Senior high schools . . . . . 53

Comparisons among school levels . . . . . 54

Item 4: Citizen-Related Social and/or Cognitive Skills . . . . . 55

Elementary schools . . . . . 55

Middle/junior high schools . . . . . 56

Senior high schools . . . . . 57

Comparisons among school levels . . . . . 58

Item 5: Law-Related Education . . . . . 59

Elementary schools . . . . . 59

Middle/junior high schools . . . . . 60

Senior high schools . . . . . 61

Comparisons among school levels . . . . . 62

Item 6: Social Action . . . . . 63

Elementary schools . . . . . 63

Middle/junior high schools . . . . . 64

Senior high schools . . . . . 65

Comparisons among school levels . . . . . 66

Page

Item 7: Economics Education . . . . . 67

Elementary schools . . . . . 67

Middle/junior high schools . . . . . 68

Senior high schools . . . . . 69

Comparisons among school levels . . . . . 70

Item 8: Family Life Education . . . . . 71

Elementary schools . . . . . 71

Middle/junior high schools . . . . . 72

Senior high schools . . . . . 73

Comparisons among school levels . . . . . 74

Item 9: Family Life Education for Parents . . . . . 75

Elementary schools . . . . . 75

Middle/junior high schools . . . . . 76

Senior high schools . . . . . 77

Comparisons among school levels . . . . . 78

Item 10: Moral/Ethical/Values Education . . . . . 79

Elementary schools . . . . . 79

Middle/junior high schools . . . . . 80

Senior high schools . . . . . 81

Comparisons among school levels . . . . . 82

Item 11: Student Involvement in School Governance . . . . . 84

Elementary schools . . . . . 84

Middle/junior high schools . . . . . 85

Page

Senior high schools . . . . . 86

Comparisons among school levels . . . . . 87

Item 12: Student Activities in the Community . . . . . 89

Elementary schools . . . . . 89

Middle/junior high schools . . . . . 91

Senior high schools . . . . . 92

Comparisons among school levels . . . . . 93

Item 13: Measures of Social Development . . . . . 94

Elementary schools . . . . . 94

Middle/junior high schools . . . . . 95

Senior high schools . . . . . 96

Comparisons among school levels . . . . . 97

Item 14: Global Education . . . . . 98

Elementary schools . . . . . 98

Middle/junior high schools . . . . . 99

Senior high schools . . . . . 100

Comparisons among school levels . . . . . 101

Item 15: Analysis of the Mass Media . . . . . 102

Elementary schools . . . . . 102

Middle/junior high schools . . . . . 103

Senior high schools . . . . . 105

Comparisons among school levels . . . . . 106

Page

Item 16: In-Service on Students' Social Development . . . . . 107

Elementary schools . . . . . 107

Middle/junior high schools . . . . . 109

Senior high schools . . . . . 110

Comparisons among school levels . . . . . 111

Summary . . . . . 112

Elementary school level . . . . . 113

Middle/junior high school level . . . . . 114

Senior high school level . . . . . 115

Similarities and differences among school levels . . . . . 116

References . . . . . 119

Appendices . . . . . 123

A: Survey Questionnaire . . . . . 123

B: Data Collection Materials: Correspondence with School Principals . . . . . 145

C: Data Processing: Lists of Topics Counted and Not Counted with Each Citizen Education Item . . . . . 155

D: Memorandum from New Jersey Department of Education . . . . . 175

E: Certificate of Approval, Research for Better Schools, Inc., Institutional Review Board . . . . . 179

## LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1. | Number of Schools in Population and in Survey Sample, and Per Cent of Schools Responding, by School Level . . . . . | 8 |
| 2. | Proportions of Schools in the Survey Sample and in the State by School Level and Enrollment . . . . . | 11 |

LIST OF FIGURES


| Figure | | Page |
|---|---|---|
| 1. | Example of Citizen Education Content Area Item | 15 |
| 2. | Example of Citizen Education Activity Item | 16 |

A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS
IN ELEMENTARY, MIDDLE/JUNIOR HIGH, AND SENIOR HIGH SCHOOLS
IN NEW JERSEY:
FINAL REPORT
VOLUME 1: PURPOSE, PROCEDURES, AND RESULTS

## Preface

In the spring of 1978, the Citizen Education component of Research for Better Schools, Inc. (RBS) conducted a survey of citizen education activities and interests in elementary, middle/junior high, and senior high schools in Delaware, New Jersey, and Pennsylvania. RBS carried out the survey in cooperation with the Department of Education in each state to obtain information about current practices and interests in citizen education.

The results of the survey, in conjunction with other information regarding student needs and school programs, will be used to further collaborative improvement efforts in citizen education in the tri-state region. These efforts will be coordinated with ongoing improvement programs in each state. RBS is working with the Department of Education and schools in each state to set goals, to define student needs, and to develop and implement model programs in citizen education in that state. RBS and a statewide citizen education planning group in each state will use survey information to coordinate model program development and to plan site research in citizen education. RBS will be working with

educators, students, and community members to formulate citizen education programs for local sites that can ultimately be shared across the state. The citizen education survey will assist both the statewide planning effort and model program development at the local level in each state of the tri-state region.

RBS has prepared three survey reports, one report for each of the three states that participated in the survey. Each report consists of two volumes. The first volume describes the purpose of the survey, the procedures followed to conduct the survey, and the results of the survey in the given state. Appendices to the first volume contain documents related to conducting the survey in the state, in terms of exchanges with both the state Department of Education and the specific respondent population. Volume 2 of each report contains tables of data which report current citizen education activities and interests in elementary, middle/junior high, and senior high schools by school level, school enrollment size, and regional location.

## Introduction

This section reports the conception of citizen education upon which the citizen education survey design was based, the purpose of the survey, and the major questions posed by the survey.

### Conception of Citizen Education

Traditionally schools in the United States have fostered the development of good citizenship by conducting civics courses, American government classes, and observances of national holidays. Recently, however, with the emergence of renewed interest in citizen education, the field has taken on new dimensions. Practitioners, scholars, and citizens-at-large have recommended that content areas reflecting diverse societal concerns and needs be included in citizenship programs.

For example, a national task force co-sponsored by the Kettering Foundation and the Danforth Foundation recommended that citizen education programs include the study of constitutional rights and freedoms, the environment, ethical and moral values, and the interdependence of peoples (Education for Responsible Citizenship, 1977). Other authorities in the field have suggested the inclusion of such areas as law-related education, global perspectives education, multicultural studies, political behavior, and social action learning (Ramos, 1977). In 1976, participants at a national conference on education and citizenship sponsored by the U.S. Office of Education and the Council of Chief State School Officers added economics education and family life education to the content areas encompassed by citizen education (Education and Citizenship, 1977). A

national survey of state education agencies' goals and practices identified further directions for citizen education such as community education, personal development, and consumer education (Blum, 1977).

In designing the citizen education survey, RBS studied the recommendations of these varied sources and focused on certain content areas and types of activities as being included in the most representative expression of the citizen education domain. The content areas included in this conception were: civics, community education, ecology, economics education, energy, environmental education, equity education, family education, global perspectives education, government, history, interpersonal skills, law-related education, moral/ethical/values education, multicultural education, organizational development, personal development, political participation, problems of democracy, social development, and social science.

In addition to the content areas listed above, various types of activities were viewed as integral to sound citizen education programs, viz., student action and participation in community life as well as parent and community member involvement in school affairs. From this perspective, the citizen education domain was conceived to encompass such activities as social action by students serving citizen interests, student participation in school governance, and the analysis of the impact of media on personal and social development, as well as family education programs for parents, bringing community members into the classroom, and involving parents and community members in policy development related to

citizen education (Hill, 1978).

Thus, in designing and developing the survey, RBS incorporated both a content area dimension and varied types of classroom and school activities into the survey questionnaire. The section "Survey Questionnaire" and Appendix C report the particular content areas selected, the types of activities included, and the variety of topics covered in the survey design. These pieces reflect the conception of citizen education which underlies the survey and the project of which it is a part.

Purpose of the Survey

Given the above perspective, the purpose of the tri-state survey was to identify current school activities and interests in the program areas conceived of as part of citizen education. The survey focused on obtaining baseline information regarding the content and processes of citizen education activities within each school level, viz., elementary schools, middle/junior high schools, and senior high schools of all three states. The survey also investigated the degree of interest among schools in developing, or further developing, activities in the domain of citizen education.

Survey results, in conjunction with other information regarding student needs and school programs in citizen education, will guide a collaborative school improvement effort in New Jersey. RBS and the New Jersey Citizen Education Planning Group will use the results and other available information for planning model program development in citizen education and for coordinating citizen education projects with

New Jersey's statewide school improvement program, Thorough and Efficient Education.

Major Questions

For each content area and type of activity included in the domain of citizen education, the survey posed the following questions:

1. What citizen education courses, seminars, units, etc., have elementary, middle/junior high, and senior high schools conducted during the 1977-1978 school year?

2. How interested are elementary, middle/junior high, and senior high schools in developing, or developing further, citizen education activities?

## Procedures

This section reports the procedures used to conduct the citizen education survey. It describes the survey sample, the questionnaire, data collection and data processing procedures, and outside reviews of survey procedures and materials.

### Survey Sample

This section reports information regarding the nature of the sample, the random selection process, sample size, and the representativeness of the sample in New Jersey.

Nature of the sample. The population for the survey consisted of all elementary, middle/junior high, and senior high schools in New Jersey. RBS designated the school as the unit to be sampled because citizen education activities ordinarily occur at school and classroom levels. RBS designated the school principal as the survey respondent on the assumption that a school's chief administrator would have the most comprehensive knowledge of activities and interests operative at every level of the school organization.

RBS randomly selected samples to represent levels of schools classified as follows:

1. Elementary, i.e., schools housing grades K-6 or K-8.
2. Middle or junior high, i.e., schools housing grades 7-8/7-9.
3. Senior high--any school called "junior-senior high" or "senior high" and/or any school ending with high school graduation, i.e.,

schools housing grades 7-12, 9-12/10-12.

Random selection process. RBS randomly selected samples of schools within the elementary, middle or junior high, and senior high school levels from commercially purchased lists. The lists provided the names of school principals, school names, and school addresses for schools housing grades Kindergarten through 12 in the state of New Jersey. RBS purchased the lists in April, 1978, from the Curriculum Information Center, Inc., Denver, Colorado. The lists were updated as of March 2, 1978.

The random selection process involved the use of a random five-digit numbers table. The entry point in the table was determined by a series of draws of numbers from a hat. Once the entry point was determined, numbers in the table were used down columns, moving from the leftmost column on a page to the right and then to the following page. When the last page of the table was completed, readers turned to the first page to continue. The random numbers were used to locate a particular school and address as follows. A particular five-digit number in the table was divided into two two-digit parts. One two-digit part identified the page number in the list of schools, and the other part identified the particular school on the page. For each cycle through the table there was a different designation of which two of the five digits in the number served as page identifiers and which served as school-on-page identifiers.

Sample size. The number of schools to be included in each school level sample was determined by setting the desired precision in inferring from the samples to their respective populations. It was assumed that the presentation of quantitative results (e.g., the proportion or percent of schools indicating interest in a citizen education activity) would be precise enough with an interval of ±.10 or 10 percent, e.g., for a sample result of 35 percent, one could say that the percent for the population would very probably be between 25 and 45 percent. Using this level of precision and reasonably good information concerning the numbers of schools in the populations, RBS calculated the desired sample sizes. Table 1 presents this information.

The reason for the difference in the number of schools that RBS selected and the desired sample size was, of course, the expectation that there would be some non-respondents. As indicated in the section of this report that describes data collection procedures, RBS carried out follow-up steps to obtain as many respondents as possible. Table 1 reports response rates in New Jersey.

Tables A.1, A.2, and A.3 in Volume 2 of this report present the number of schools responding by school level and enrollment, the number of schools responding by school level and nature of region, and the number of respondents by school level and professional position respectively.

Representativeness of sample. The intent underlying the random selection of schools to which the questionnaire was initially mailed

TABLE 1

NUMBER OF SCHOOLS IN POPULATION AND IN SURVEY SAMPLE, AND PER CENT OF SCHOOLS RESPONDING, BY SCHOOL LEVEL

| Group | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Estimated population | 1800 | 200 | 310 | 2310 |
| Desired sample | 95 | 67 | 76 | 238 |
| Selected sample | 110 | 82 | 91 | 283 |
| Responding schools[a] | 74 | 64 | 64 | 202 |
| Per cent response[b] | 67.3 | 78.0 | 70.3 | 71.4 |

[a]Responses comprise the total number of completed questionnaires obtained by both mail and interview.

[b]This is computed as the number of responding schools as a percentage of the selected sample.

was an attempt to obtain results that could be claimed to be representative of the state. Because there was not 100 percent response to the questionnaire, the sample upon which the results are based is not a random sample. Responses of non-respondents, who amounted to from 22 percent in the middle/junior high school level to 33 percent[1] of the intended sample at the elementary school level, might be different from the responses the respondents gave in their answers to the questionnaire items. Thus, it should be noted, the obtained sample results may be biased, i.e., the results may not be representative of all schools in the state.

One dimension which is related to representativeness of the sample results is school size, the number of students enrolled in a particular school. Number of activities may be assumed to be related, within school level, to the size of a school; the larger the school, the greater the number of activities one can expect. To determine whether the sample obtained is representative of the state in terms of school size, statistical tests were conducted for each of the three school levels to compare the proportions of the obtained sample schools at various sizes with the proportion of all schools in the state at those

---

[1]It is not unusual for the survey industry to accept 30 percent non-respondents in its own survey work (LoSciuto, 1978).

sizes.[2] Table 2 presents the related proportions. At elementary and senior high school levels, the statistical tests revealed that the distribution of school size in the obtained samples is similar to that in the state as a whole. At the middle/junior high school level, however, the statistical test revealed a significant difference between the obtained sample and the state. There are proportionally more larger schools and fewer smaller schools in the obtained sample than in the state as a whole. A possible explanation for this condition is that if school size is related positively to the number of activities, principals of smaller schools may have been reluctant to respond with a report of no activities. If this is true, the reported results may be somewhat higher in terms of number of activities in the obtained middle/junior high school sample than would be expected if the non-respondent schools had responded.

"Results," a later section of this report, presents statistics from the obtained sample. The reader should recognize that though the respondents were part of a random sample, and though there was a degree of representativeness by school size as indicated above, the representativeness of the sampled results is uncertain.

---

[2]These comparisons were made using chi-square tests involving three to five school size categories as one dimension and sample versus state as the other dimension (Games & Klare, 1967, 502-517). The sample was considered similar to, and representative of, the state with regard to school size if the chi-square value had a probability of occurrence by chance that was greater than .20, which is a conservative decision-making probability level used in laboratory tests of mathematical models of psychological process (LoSciuto, 1978).

TABLE 2

PROPORTIONS OF SCHOOLS IN THE SURVEY SAMPLE AND IN THE STATE BY SCHOOL LEVEL AND ENROLLMENT

| School level | Enrollment[a] | Proportion of schools | |
|---|---|---|---|
| | | Survey sample | State |
| Elementary | 500 or fewer | .67 | .66 |
| | 501 - 750 | .22 | .23 |
| | Over 750 | .11 | .11 |
| Middle or junior high | 500 or fewer | .16 | .27 |
| | 501 - 750 | .29 | .31 |
| | 751 - 1000 | .39 | .25 |
| | Over 1000 | .16 | .17 |
| Senior high | 750 or fewer | .12 | .10 |
| | 751 - 1000 | .19 | .20 |
| | 1001 - 1500 | .31 | .36 |
| | Over 1500 | .38 | .34 |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

## Survey Questionnaire

The survey questionnaire was designed to obtain information regarding current school activities and interests in citizen education as well as demographic information about the nature of the schools that participated in the survey. During the development of the survey, RBS tested and revised early versions of the questionnaire to improve its efficiency and effectiveness in eliciting information regarding citizen education.

This section describes the final version of the citizen education and demographic items[1] on the questionnaire, the format of the questionnaire, the pilot tests and subsequent revisions of the questionnaire, and reproduction of the questionnaire. Appendix A contains a copy of the survey questionnaire.

Citizen education items. The final version of the questionnaire contained 17 items about current citizen education activities and interests in elementary, middle/junior high, and senior high schools.

The first 16 items about citizen education are similar in content and format. As a group, they request information about current school courses, units, seminars, etc., and interests in the following content areas and types of activities included in the citizen education domain.

---

[1] In this report, the term 'item' is used in place of the term 'question' for items 1 through 18 in the questionnaire.

Content Areas

1. Environmental studies, Item 1.

2. Multicultural education, Item 3.

3. Citizen-related social and/or cognitive skills, e.g., planning, decision-making, inquiry, critical thinking, Item 4.

4. Law-related education, Item 5.

5. American economic system, Item 7.

6. Family life and/or parenting (programs for students), Item 8.

7. Family life and/or parenting (programs for parents), Item 9.

8. Moral/ethical/values education, Item 10.

9. International relations and/or global perspectives, Item 14.

Types of Activities

1. Community members at school, Item 2.

2. Social action serving citizen interests, Item 6.

3. Student involvement in school governance, Item 11.

4. Student work-study/internship/volunteer activities in community agencies, Item 12.

5. Formal tests of students' social growth, skills and development, Item 13.

6. Critical analysis of mass media, Item 15.

7. Inservice education on students' social development, Item 16.

As a group, the content areas and types of activities listed above include the traditional focus of citizen education on civics and government as well as recently developed areas and interests in the field, e.g.,

political participation, environmental studies, values education. They cover the range of interests reported in the previous section, "Conception of Citizen Education." Some types of activities indicate the emphasis on action and community participation viewed as integral to citizen education. Two types of activities, namely, testing and inservice education on social development, reveal RBS' interest in using data-based, systematic processes for improving citizen education programs.

Each citizen education item, 1 through 16, contains three parts: (1) an initial question about current activities; (2) a few follow-up questions about current activities; and (3) a question about interest in developing activities in citizen education. Examples of items 1 through 16, namely, items 1 and 2, appear in Figure 1 and Figure 2. Item 1 is an example of an item that focuses on a particular content area. Item 2 is an example of an item that focuses on a particular type of activity. The following text describes the three parts of each item.

The first part of each item (1 through 16) asks whether or not the school currently either offers any non-required courses, seminars, units, etc., in a given content area or conducts a given type of activity. Instructions printed on the questionnaire ask the respondent to circle YES or NO in response.

The second part of each item (1 through 16) presents follow-up questions to be answered if the response to part one was YES. Part two (labeled "1a," "2a," "3a," etc.) contains the following questions about each given content area:

BEST COPY AVAILABLE

Figure 1: Example of Citizen Education Content Area Item

## Part One

**ENVIRONMENTAL STUDIES**

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 1a and item 1b.*

YES *Go on to both items 1a and 1b* NO *Go on to item 1b*

## Part Two

1a.

| Name the course(s), seminar(s), unit(s), etc. the school has conducted this year | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Part Three

1b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

BEST COPY AVAILABLE

Figure 2: Example of Citizen Education Activity Item

## Part One

**COMMUNITY MEMBERS COME TO SCHOOL**

2. In curricular or extracurricular programs, does your school currently invite COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 2a and item 2b.*

**YES** *Go on to both items 2a and 2b.* **NO** *Go on to item 2b.*

## Part Two

2a.

| What community members have come to school this year? | What topics have community members presented? | How often have community members come to school this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Part Three

2b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

1. Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.

2. What topics have pupils studied this year?

3. How often has the school conducted the course(s), unit(s), etc., this year?

4. In what grade(s) are the students?

5. Roughly, what percent of students within each grade participate?

In the second part of items that present types of activities rather than content areas, some of the follow-up questions differ for each type of activity. In item 2, which asks whether or not community members present citizen education activities at school, for example, one follow-up question asks "What community members have come to school this year?" In item 15, which asks whether or not students critically analyze mass media, one follow-up question asks "What issues have students analyzed this year?" Three additional follow-up questions are the same in all items which ask about types of activities:

1. How often has the activity occurred?

2. In what grade(s) are the students who participate?

3. Roughly, what percent of the students within each grade participate?

The third part of each item (labeled "1b," "2b," "3b," etc.) asks how interested the school is in developing, or further developing, a given type of citizen education activity or content area. The following

response choices accompany items referring to citizen education content areas:

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

The following response choices accompany items referring to types of activities:

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

Instructions printed on the questionnaire ask each respondent to answer part one and part three of each item, 1 through 16. Respondents who answer YES to part one are also asked to respond to part two. The question format in part one and part three is closed; each part presents fixed response choices. These closed-ended questions provide uniform information about current activities and school interests in citizen education and facilitate data processing procedures. The format of all questions in part two is open-ended because it was assumed that school programs which offer the range of content areas or types of activities included in citizen education vary extensively. An open-ended format frees each respondent to report a variety of program information about each citizen education activity at his or her school.

Item 17 is the last item about citizen education on the questionnaire. It is an open-ended question which requests information about any other citizen education activities not previously reported. Item 17 asks, "What other citizen education activities, courses, units, etc., does your school currently conduct that you have not previously mentioned or described?"

Demographic items. The questionnaire contained four demographic items that seek information about the professional position of the respondent, the number of students enrolled at the school, the grades of the students who attend the school, and the nature of the region in which the school is located. The demographic items appear below:

18. Please provide the following information:

    a. Your professional position: _____

    b. Approximate number of students at your school: _____

    c. Grade(s) of the students who attend your school: *Circle all that apply.*

       K 1 2 3 4 5 6 7 8 9 10 11 12

    d. Is the region served by your school predominantly:

       _____ urban, _____ suburban, or _____ rural?

Format of the questionnaire. The questionnaire is formatted for self-administration by an individual respondent. The questionnaire contains an introduction which describes the purpose of the survey and gives examples of citizen education activities. Each citizen education item, 1 through 16, appears on a single page. The format of the items is

consistent throughout the questionnaire. Instructions for responding are included with each part of each item. The last citizen education item, 17, and the demographic items are on the last page of the questionnaire.

Pilot tests of the questionnaire. RBS conducted two pilot tests of the questionnaire to determine its efficiency and effectiveness in eliciting information regarding current activities and interests in citizen education at elementary, middle/junior high, and senior high schools.

The principals of three elementary and two secondary schools participated in the first pilot test. Pilot test schools represented the school levels included in the survey sample, but were not part of the sample reported in this study. Student enrollment and the grades in the pilot test schools were:

| Type of school | Number of students | Grades |
|---|---|---|
| 1. Elementary school | 400 | K-5 |
| 2. Elementary school | 300 | K-5 |
| 3. Elementary school | 265 | Pre-K, K-5 |
| 4. Middle school | 410 | 6-7 |
| 5. Senior high school | 2500 | 10-12 |

An RBS staff member met each principal at his or her school and explained the purpose of the survey and the principal's role as a pilot test participant. During this meeting, each principal responded to the questionnaire.

On the average, principals completed the questionnaire in about 30 minutes. All the principals reported that the items were clearly presented. An analysis of the responses revealed that the items were effective in eliciting a broad range of program information regarding current citizen education activities and interests, but that there was some overlap among the content areas and types of activities to which the items referred. Also, respondents needed more space to record their replies.

As a result of the first pilot test, the following revisions were made in the questionnaire:

1. To eliminate overlap among the items, a few citizen education content areas and types of activities were combined with other content areas and activities similar in focus or nature. As a result, the number of citizen education items was reduced from 20 to 16.

2. Changes in the format of each citizen education item resulted in a separate, boxed response space for each follow-up question about a citizen education content area or type of activity, i.e., follow-up questions concerning the names of courses, seminars, etc., the topics that pupils have studied, the frequency of the activity, and the grades and percent of students who have participated.

3. To give further explanation to various degrees of interest in developing citizen education content areas and types of activities, RBS added definitions to the positions on the interest scale in each item,

"1b," "2b," "3b," etc., as follows:

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

Following the revisions described above, RBS conducted a second pilot test of the questionnaire to confirm its clarity and effectiveness. The principals of one elementary and two secondary schools participated in this second test. Pilot test schools were not part of the survey sample. Student enrollment and the grades in the pilot test schools were:

| Type of school | Number of students | Grades |
|---|---|---|
| 1. Elementary school | 300 | Pre-K, K-6 |
| 2. Junior high school | 860 | 7-8 |
| 3. Senior high school | 1750 | 9-10 |

An RBS staff member met with each principal at his school and explained the purpose of the survey and the principal's role in the pilot test. During this meeting, each principal responded to the questionnaire.

On the average, principals completed the revised questionnaire in about 30 minutes. All the principals reported that the items were clearly presented. An analysis of the responses revealed that the revised questionnaire, in particular the structured response spaces, tended to yield more detailed information about school activities in citizen education. The second pilot test resulted in minor changes in the wording

of three items on the questionnaire.

Following the second pilot test and additional in-house reviews, RBS added one more item to the questionnaire, namely, Moral/Ethical/Values Education. In earlier versions of the questionnaire, this content area was included in one item with other similar content areas. Since moral/ethical/values education is considered by many to be a major area of citizen education, a decision was made to elicit separate information concerning school practices and interests in this area (Bell, 1976; Fenton, 1977). This change increased the number of citizen education items from 16 to 17, the number in the final version of the questionnaire.

Questionnaire reproduction. RBS typeset and printed the survey questionnaire and prepared bound copies for distribution to elementary, middle/junior high, and senior high school principals. An identification number was stamped on the back of each questionnaire for data collection and data processing purposes. This procedure, i.e., numbering each questionnaire rather than recording school names or respondents' names on questionnaires, is in accordance with RBS' research policy to protect the confidentiality of survey information.

Data Collection Procedures

RBS carried out a four-stage data collection process to obtain information concerning current citizen education activities and interests in elementary, middle/junior high, and senior high schools. The next sections report each stage in the process including (1) initial contact with school principals, (2) the distribution of mail questionnaires, (3) follow-up procedures, and (4) the telephone interview process.

Initial contact with school principals. During the second week of April, 1978, RBS sent the principal of each school drawn for the sample a letter about the citizen education survey. Research on stimulating responses to mail questionnaires indicates that pre-contacting respondents before they receive a questionnaire appears to increase response rates (Linsky, 1975). The initial contact letter to principals identified RBS, and explained the purpose of the survey, survey procedures, and the role of school principals in the survey. The letter also pointed out that RBS was conducting the survey under a grant from the National Institute of Education and in cooperation with the New Jersey State Department of Education. The letter indicated that each principal would receive a questionnaire in a few days. Appendix B contains a copy of the initial contact letter (Document 1).

Distribution of mail questionnaires. During the third week of April, 1978, RBS mailed a copy of the survey questionnaire to each of the selected schools' principals. RBS sent a cover letter with the

questionnaire as well as a survey endorsement memorandum from Dr. Fred G. Burke, Commissioner of Education. RBS also enclosed a self-addressed, return envelope for each principal's use in returning the questionnaire to RBS.

The cover letter identified RBS, explained the purpose of the survey, noted the reasons for the identification number on the questionnaire, and provided instructions for filling out the questionnaire. Dr. Burke's memorandum informed school principals that the New Jersey State Department of Education was cooperating with RBS in the survey project, requested that principals complete and return the questionnaire as soon as possible, and thanked the principals for their assistance. Appendix B contains a copy of RBS' cover letter (Document 2) and Dr. Burke's memorandum (Document 3).

Follow-up procedures. During April, May, and June, RBS kept a record of questionnaire returns and carried out follow-up steps to increase response rates.

As a first follow-up step, RBS mailed a postcard reminder to the principal of each school selected for the sample. The postcard requested the prompt return of the questionnaire, asked principals who had not received a copy of the questionnaire to contact RBS for a copy, and thanked principals who had already returned the questionnaire. Appendix B contains a copy of the postcard reminder (Document 4).

As a second follow-up step, RBS mailed a second copy of the questionnaire with a cover letter to those school principals who requested it.

The major follow-up step RBS then carried out was a telephone interview with principals who had not returned the mail questionnaire. The next section reports interview procedures which RBS carried out to increase response rates.

Telephone interview process. In May and June RBS staff interviewed mail non-respondent principals using essentially the same questions about citizen education that the mail questionnaire contained. This section reports the purpose of the interview process, the participants, and the activities that RBS carried out.

The major purpose of conducting interviews with these principals was to increase the number of respondents to the questionnaire and, thereby, make more precise the inferences from the sample to all the schools in the state. The participants in the interview process were all those principals of elementary, middle/junior high, and senior high schools in the sample who had not returned the questionnaire by mail and who agreed to participate in a telephone interview.

RBS carried out a number of activities to prepare for interviews with school principals. The activities included recruiting and hiring temporary interview personnel, designing interview materials and a training program for interviewers, and training interviewers to interview school principals in as bias-free a manner as possible. RBS prepared a telephone script and step-by-step instructions which interviewers used to establish contact with each principal, to schedule an interview, to ask survey questions, to obtain responses, and to report

responses. RBS adapted the mail questionnaire for use during a telephone interview by adding introductory information, follow-up and probe questions, and transition statements between items on the questionnaire. RBS also changed the wording or phrases in some items, where necessary, to increase the clarity of the items.

Interview personnel conducted interviews with principals by telephone, using facilities at RBS. An interviewer called each principal and scheduled an interview appointment and then called back, or, if a principal agreed, an interviewer immediately conducted an interview. Interviews were completed in May and June. Since these are very busy months at the end of the school year, some principals did not wish to take the time to participate and refused to schedule an interview appointment. Some principals did not participate because they said that they had already returned the questionnaire by mail or that clearance from the central office in the school district was required before responding. Also, rather than participate in a telephone interview, several principals said that, if they had time, they would try to return the questionnaire by mail, or they requested that a second copy of the questionnaire be sent.

Further contact with school principals. RBS sent a thank-you letter to each school principal who returned a completed questionnaire. The letter thanked the principal for taking the time to report citizen education activities and interests at his or her school. RBS also responded to requests from some principals for more information about RBS'

work in citizen education by sending brochures and other printed information describing the activities of the Citizen Education component. In the future, RBS will be mailing a summary statement of survey results to each school principal who responded to the questionnaire.

## Data Processing Procedures

This section describes data processing procedures carried out by RBS to analyze and report survey results. The procedures included coding responses to the questionnaire and analyzing the data through the use of appropriate computer programs. This section also discusses the precision of percents and means reported in this survey.

Coding. The purpose of coding was to convert responses to the items on the questionnaire to a form that could be analyzed through the use of a computer. This section describes the process that RBS staff used to code responses to the questionnaire.

RBS established a coding scheme for the following survey information: school number, state name, and data collection method; responses concerning school level, professional position of respondent, number of students enrolled at school, grades of students attending school, and nature of region in which school is located; and responses to all three parts of items 1 through 16. RBS staff assigned designated code numbers to each response on a questionnaire and then transferred assigned code numbers to IBM FORTRAN sheets in preparation for keypunching the data onto IBM cards. RBS used a double-check system throughout the coding process. That is, staff worked in pairs, and one person checked the work of a second person at every stage of the process.

Regarding items 1 through 16, for part one of each item, staff used a single digit to code "yes" and "no" responses as well as "no response" to the question about whether or not a school conducted or offered

courses or activities in a given program area. For part two, staff counted and coded from 0 to 9 the number of school activities belonging to the content area or type of activity each item presented. For part three, staff coded the degree of interest in developing a given content area or type of activity by using a scale value from 4 for "very interested" to 1 for "not interested."

Since parts one and three of items 1-16 presented fixed response choices, a single numerical code was sufficient for reporting responses to these parts of each item. Part two, however, contained open-ended questions concerning current school activities and required, in addition to a numerical code, a set of rules that staff could follow to establish the number of activities belonging to each item. Therefore, to guide decisions regarding the number of activities belonging to each item, RBS prepared a list of topics that were to be counted and ones that were not to be counted for each item. The list was based on RBS' working definition of citizen education (Hill, 1978). Appendix C contains the list of topics for each item, 1-16. The next section (numbers 2 and 3 below) explains the use of the lists of topics.

To count and code responses to part two, items 1-16, staff carried out the following steps:

1. Staff first decided whether or not a given response to an item counted as an activity. To be counted as an activity, a response had to name a distinct course, program, unit, set of exercises, project, workshop, etc., that a school offered or conducted. RBS staff only

counted a response that named a separate, concrete entity. For example, the response "Environment and Man," the name of a course in the area of environmental studies, item 1, and the response "alternate energy project through architectural design," the name of a project in environmental studies, each named a separate, concrete activity. Staff counted and coded this set of responses as two activities. The response "our school teaches environmental science throughout the year in several different courses" did not name a separate, concrete entity and RBS did not, therefore, count the response as an activity a school conducted.

2. If a response did count as an activity, staff next decided whether or not the named activity belonged to the citizen education item where it was reported. To make each decision, staff referred to the list of topics to be counted and those not to be counted for each item. Each list names topics that belong and do not belong to each item and to the conception of citizen education which guided the development of the survey. For example, the list of topics for environmental studies, item 1, excludes such courses as general science, zoology, and biology from citizen education because science as science is not included in the citizen education domain (Hill, 1978). The topics "conservation," "pollution," and "beautification," on the other hand, are included because they suggest the study of ecological and social issues integral to the conception of citizen education on which the survey design was based. The list of topics for each item specifies the content areas and types of activities in citizen education that RBS reported in this survey.

3. If a named activity appeared to belong to citizen education but did not belong to the item where a school reported it, RBS staff reviewed the 16 citizen education items and the list of topics for each item to determine where an activity belonged. For example, the response to item 1, "students survey local energy use in the community" focuses on student activity in the community; it was judged to belong to item 6, "social action groups of students who initiate and carry out studies and activities serving citizen interests." Even though the response referred to "energy," a topic on the list for item 1, environmental studies, RBS counted and coded the response with item 6 because the response described student action that serves citizen interests in the community, the central theme of item 6.

RBS used the double-check process referred to previously to make all decisions regarding (1) counting a response as an activity, (2) deciding that a response belonged or did not belong to the citizen education item where it was reported, and (3) deciding to which item a response belonged. One person made an original judgment, and a second person reviewed and verified original judgments. Where there was a difference in judgment, a third party reviewed both positions and made the final decision.

Summarization of the data. The coded and punched data were analyzed using subprograms of the Statistical Package for the Social Sciences (SPSS), a package of computer programs intended for use in analysis of educational and other kinds of social data. Two of the

package's subprograms, CROSSTABS and BREAKDOWN, were used for the analysis.

Essentially, the analysis computed for each item the number and percent of schools conducting a specified number of activities, and the number and percent of schools with a specified degree of interest in developing, or developing further, the kind of activities covered by each item. The analysis also computed the mean number of activities and the mean degree of interest for each item. Results were reported for school levels and for all levels combined.

For each of the sixteen items, the analysis first found how many activities each school conducted and then reported the number and percent of schools conducting no activities, or conducting from one up to nine or more activities. Since there were almost no schools conducting over nine activities for any one item, the category "9 or more" was set so as to include any school conducting more than nine activities. The number and percent of schools conducting a specified number of activities were reported separately for three levels (i.e., elementary, middle or junior high, and senior high) and for all levels combined. The mean, or average number, of activities was computed for each school level and for all levels combined. The calculation of this mean included schools which reported that they conducted no activities.

The analysis then found, for each of the 16 items, how many responding schools had checked a specified degree of interest in developing, or developing further, activities in the area covered by the item.

The number and percent of schools checking "very interested," "interested," "somewhat interested," and "not interested" were calculated, along with a mean interest value for each of three school levels and all levels combined. In computing the mean, the four possible responses were assigned values along a four-point scale, ranging from 4 for "very interested" to 1 for "not interested."

Precision of percents and means. The percents and means discussed above all refer to the results in the obtained samples of each of the three school levels. Of course, the results from these samples are intended to help in making decisions about schools in each of the school levels throughout New Jersey. How precise are these percents and means for estimating the respective percents and means in the state?

The percents reported in this survey should be within eight percentage points from the respective percents one would expect to find in the state as a whole.[1] That is, when considering a percent presented in the "Results" section of this report (e.g., 44 percent), the inference can be made that the percent of respondents in the entire state who probably would have answered in the same way should be no more than eight percentage points away from the percent presented (e.g., 44 $\pm$ 8 percent, or from 36 to 52 percent in the entire state).

---

[1]This discussion of precision is based upon the statistical concept of confidence intervals (Games & Klare, 1967, 258-270). The confidence intervals used in this report are computed to provide for at least 95 percent confidence that the inferred value is within the bounds set by the limits of the interval.

The precision of the means reported in this survey must be determined for each mean on the basis of the "standard error of the mean" (SE) which is presented along with the mean. The means that one would expect to find in the state as a whole should be no farther from the sampled mean than two times the SE. That is, if the sampled mean is 2.0, and the SE for that mean is .2, then the state mean should be between 1.6 and 2.4. Because the SE may not be the same for any two means reported, the reader must compute the interval for each mean from the given SE for that mean in order to determine the bounds within which the state mean would occur.

Other analyses. Other analyses of the data were also performed for each item with respect to a school's level of enrollment and the nature of the region in which it is located.

Schools were asked to report the number of students attending their school. Five enrollment intervals were selected for categorizing schools: Fewer than 500 students, 501 to 750 students, 751 to 1,000 students, 1,001 to 1,500 students, and over 1,500 students. The analysis reported the percent of schools in each enrollment category, for each school level and for all levels, which conducted one or more activities. Both enrollment and the presence or absence of activities could be considered to be ordinal level variables. Thus, a non-parametric test of significance called Kendall's Tau C, designed to test for a systematic relationship between two ordinal-level variables, was computed for each school level and all school levels combined.

A similar procedure was used for the nature of the region. Schools were asked to report the nature of the region in which they were located, either urban, suburban, or rural. Since a few schools checked more than one category, a fourth category called "combination" was formed. Again the analysis found the percent of schools in each regional category which conducted one or more activities, by school level and all levels combined. A chi-square was computed to test whether a systematic relationship existed between the nature of the region and whether or not schools conducted activities for a particular item.

The mean degree of interest for each item was also computed in each enrollment and school level category, and in each region and school level category. A one-way analysis of variance was computed for each school level and all levels combined in order to test whether the means for the enrollment or region categories into which the data were broken were significantly different from each other.

Outside Reviews of Survey Procedures

RBS submitted a report on proposed survey procedures and copies of survey materials to three parties for review. The next sections report the participants, purposes, and outcomes of these reviews.

New Jersey Department of Education. RBS conducted the survey of citizen education in the tri-state region in cooperation with the Department of Education in each state. In New Jersey, Mr. Frank Falconieri, Division of Research, Planning, and Evaluation, serves as Chairperson of the State Citizen Education Planning Group which is cooperating with RBS in planning and developing citizen education improvement efforts. Mr. Falconieri assisted RBS with this survey by providing a master list of elementary and secondary schools in New Jersey, by reviewing proposed procedures and survey materials, and by obtaining authorization from the Department for RBS to conduct the survey in elementary, middle/junior high, and senior high schools throughout the state. Appendix D contains a copy of the memorandum from Mr. Falconieri which authorizes RBS to carry out the survey in New Jersey.

Mr. Falconieri reviewed survey procedures and materials in consultation with survey specialists in the New Jersey Department of Education and informed RBS that the procedures and materials were satisfactory. With regard to the questionnaire, he suggested re-ordering the sequence of citizen education items so that content areas and types of activities that are likely to occur in elementary, middle/junior high,

and senior high schools appear at the beginning of the questionnaire. Since some citizen education activities on the questionnaire, e.g., item 12, student internships in community agencies, are more likely to occur in secondary schools rather than elementary schools, Mr. Falconieri's suggested revision in item sequence would help to obtain the interest of principals at all school grade levels beginning with item 1. RBS carried out his suggestion as proposed.

With regard to data collection procedures, Mr. Falconieri assisted RBS by obtaining a memorandum for school principals from Dr. Fred G. Burke, New Jersey Commissioner of Education. The memorandum expressed New Jersey's interest in the survey and invited school principals to participate in the survey project. RBS distributed a copy of Dr. Burke's memorandum with the survey questionnaire to the principal of each school selected for the sample. Appendix B contains a copy of Dr. Burke's memorandum to school principals (Document 3).

RBS Institutional Review Board. In accordance with RBS corporate policy, in April the Citizen Education component submitted a proposal concerning the citizen education survey to RBS' Institutional Review Board for the Protection of Human Subjects (IRB). The purpose of the review was to verify the adequacy of survey procedures and materials, especially with regard to maintaining the confidentiality of survey information and protecting subjects against unwarranted risk. The survey proposal described the purpose of the survey, the questionnaire, the sample, data collection procedures, and procedures for maintaining

the confidentiality of information. The proposal included copies of proposed correspondence with school principals.

RBS proposed and carried out the following procedures to maintain confidentiality of survey information. Survey staff assigned an identification number to each school name on a master list of elementary, middle/junior high, and senior high schools selected for the survey sample, mailed a questionnaire marked with a corresponding number to each school, used the number on returned questionnaires in recording data collection progress, and maintained the master list of schools by number in a locked cabinet. RBS also explained the purpose of the number on the questionnaire in correspondence with school principals.

The IRB judged the risks to subjects responding to a mail questionnaire or telephone interview as minimal. On April 17, 1978, the IRB approved all survey procedures and materials as proposed. Appendix E contains a copy of the Certificate of Approval which the IRB issued for the citizen education survey.

Dr. Leonard LoSciuto, Director, Institute for Survey Research, Temple University, Philadelphia. Dr. Leonard LoSciuto, a specialist in survey research, has served as a technical consultant to the Citizen Education component for the survey. In this capacity, he reviewed all survey procedures and materials, including the survey sample, the questionnaire, data collection, and data processing procedures. The purpose of his reviews was to verify and/or improve the technical

adequacy of intended procedures and materials.

With regard to the survey sample, Dr. LoSciuto was helpful in determining the sample size needed for precision in making inferences from the sample to the population. He also suggested minor revisions in the instructions for respondents, the format of follow-up questions, and the numbering system for items on the questionnaire. Dr. LoSciuto reviewed data collection procedures and materials for both the mail questionnaire and telpehone interview process. He gave helpful suggestions regarding each stage in the data collection process and the letters that were sent to school principals. Dr. LoSciuto also contributed to the development of a telephone script for interviewers who were calling principals to collect survey information. With regard to data processing procedures, Dr. LoSciuto discussed several ways to deal with possible nonrespondent bias.

Dr. LoSciuto's review of survey procedures and materials led to improvements in the design of the sample, the questionnaire, and data collection and data processing procedures. His assistance helped to assure the technical adequacy of survey procedures.

## Results

This section reports survey results concerning citizen education activities and interests at elementary, middle/junior high, and senior high schools in New Jersey. Following some information about the precision of percents and means reported in this study, the section presents survey results for each item, 1 through 16, and comparisons of results among the 16 items. Volume 2 of this report contains the tables to which the text in this section refers.

The percents and means reported in this study refer to the answers provided by those respondents within the obtained sample. It is anticipated that these results will probably be read as answers given by all the schools at that school level in the state. The results from the obtained sample, however, may be somewhat imprecise; the obtained sample value is more a general indication of the true statewide value than an exact indication. For further explanation, the reader should refer to the "Precision of percents and means" subsection in the "Procedures" section of this report.

Item 1: Environmental Studies

This section reports survey results concerning current activities and interests in environmental studies at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 1, reports the topics which school activities in this content area cover.

The first part of Item 1, as it appeared on the questionnaire, is given below:

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding?

Tables 1.1 through 1.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 1.1, Column 1, shows that 47.3 percent of the responding elementary schools reported that they conducted no activities in the area of environmental studies. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in environmental studies which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in environmental studies which

elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 1.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of environmental studies: 21.6 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning rescurces. . . ," and 43.2 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 2.7 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in environmental studies was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in environmental studies was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 1.1, Column 2, shows that 37.5 percent of the responding middle/junior high schools reported that they conducted no activities in the area of environmental studies. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in environmental studies which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in environmental studies which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 1.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of environmental studies: 18.8 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 46.9 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 9.4 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in environmental studies was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in environmental studies was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 1.1, Column 3, shows that 20.3 percent of the responding senior high schools reported that they conducted no activities in the area of environmental studies. Of those schools which reported that they did conduct activities in this area, most conducted one, two, or three activities.

The number of activities in environmental studies which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in environmental studies which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 1.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of environmental

studies: 22.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 45.8 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 6.8 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in environmental studies was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in environmental studies was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary schools than middle/junior high and senior high schools do not conduct activities in the area of environmental studies. A greater percent of middle/junior high than senior high schools do not conduct activities in this area. The degree of interest in developing activities devoted to environmental studies is about the same in elementary, middle/junior high, and senior high schools.

Item 2: Community Members at School

This section reports survey results concerning current activities and interests in inviting community members to school to work or speak with students on citizen education-related topics at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 2, reports the topics which activities of this type cover.

The first part of Item 2 as it appeared on the questionnaire is given below:

2. In curricular or extracurricular programs, does your school currently invite COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project?

Tables 2.1 through 2.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 2.1, Column 1, shows that 8.1 percent of the responding elementary schools reported that they conducted no activities in which community members come to school to work or speak with students on citizen education-related topics. Of those schools which reported that they did conduct activities of this type, most conducted one, two, three, or four activities.

The number of activities in which community members come to school

to work or speak with students on citizen education-related topics which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 2.4, Column 1, reports the degree of interest among elementary schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics: 37.8 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 40.5 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 5.4 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 2.1, Column 2, shows that 34.4 percent of the responding middle/junior high schools reported that they conducted no activities in which community members come to school to work or speak with students on citizen education-related topics. Of those schools which reported that they did conduct activities of this

type, most conducted one, two, or three activities.

The number of activities in which community members come to school to work or speak with students on citizen education-related topics which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 2.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics: 32.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 50.0 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 1.6 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 2.1, Column 3, shows that 14.1 percent of the responding senior high schools reported that they conducted no activities in which community members come to school to work or speak

with students on citizen education-related topics. Of those schools which reported that they did conduct activities of this type, most conducted one, two, or three activities.

The number of activities in which community members come to school to work or speak with students on citizen education-related topics which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 2.4, Column 3, reports the degree of interest among senior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics: 47.5 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 35.6 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 5.1 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics was not significantly related to the number of students enrolled.

The degree of interest among senior high schools in developing activities of this type was significantly related to the nature of the region in which the schools are located. Schools located in urban and rural regions reported a higher degree of interest in developing

activities than schools located in suburban regions. Table 2.6, Column 3, reports the mean degree of interest for each region.

Comparisons among school levels. In general, it seems that a greater percent of middle/junior high than elementary or senior high schools do not conduct activities in which community members come to school to work or speak with students on citizen education-related topics. A greater percent of senior high than elementary schools do not conduct activities of this type. The degree of interest in developing activities of this type is about the same in elementary, middle/junior high, and senior high schools.

Item 3: Multicultural Education

This section reports survey results concerning current activities and interests in multicultural education at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 3, reports the topics which school activities in this content area cover.

The first part of Item 3, as it appeared on the questionnaire, is given below:

3. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, projects, seminars, units, etc., especially devoted to the study of the CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY?

Tables 3.1 through 3.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 3.1, Column 1, shows that 56.8 percent of the responding elementary schools reported that they conducted no activities in the area of multicultural education. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The number of activities in multicultural education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in multicultural education

which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 3.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of multicultural education: 24.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 45.7 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 4.3 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in multicultural education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in multicultural education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 3.1, Column 2, shows that 54.7 percent of the responding middle/junior high schools reported that they conducted no activities in the area of multicultural education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in multicultural education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in multicultural education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 3.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of multicultural education: 14.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 47.6 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 9.5 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in multicultural education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in multicultural education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 3.1, Column 3, shows that 31.3 percent of the responding senior high schools reported that they conducted no activities in the area of multicultural education. Of those schools which reported that they did conduct activities in this area, most conducted one, two, or three activities.

The number of activities in multicultural education which senior high schools reported was significantly related to the number of students enrolled. With the exception of one size category which contained only one school, as enrollment size increases, the percent of senior high schools which reported that they conduct one or more activities in the area of multicultural education increases. Table 3.2, Column 3, reports the percent of schools in each size category which

conduct one or more activities in this area.

The number of activities in multicultural education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 3.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of multicultural education: 34.5 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 36.4 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 10.9 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in multicultural education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in multicultural education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary and middle/junior high schools than senior high schools conduct no activities in the area of multicultural education. The degree of interest in developing activities in this area is similar in elementary and senior high schools and higher than the degree of interest in middle/junior high schools.

Item 4: Citizen-Related Social and/or Cognitive Skills

This section reports survey results concerning current activities and interests in the development and study of citizen-related social and/or cognitive skills at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 4, reports the topics which school activities in this content area cover.

The first part of Item 4, as it appeared on the questionnaire, is given below:

4. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study and development of CITIZEN-RELATED PROCESS SKILLS, e.g., a course on leadership, a unit on critical thinking, student debates on current issues, a set of exercises on planning or inquiry skills?

Tables 4.1 through 4.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 4.1, Column 1, shows that 78.4 percent of the responding elementary schools reported that they conducted no activities devoted to citizen-related social and/or cognitive skills. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities devoted to citizen-related social and/or cognitive skills which elementary schools reported was not significantly

related to the number of students enrolled. Also, the number of activities in this area which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 4.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to citizen-related social and/or cognitive skills: 19.7 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 45.1 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 12.7 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in this area was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 4.1, Column 2, shows that 60.9 percent of the responding middle/junior high schools reported that they conducted no activities devoted to citizen-related social and/or cognitive skills. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities devoted to citizen-related social and/or cognitive skills which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the

number of activities in this area which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 4.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to citizen-related social and/or cognitive skills: 14.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 44.4 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 12.7 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in this area was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 4.1, Column 3, shows that 50.0 percent of the responding senior high schools reported that they conducted no activities devoted to citizen-related social and/or cognitive skills. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities devoted to citizen-related social and/or cognitive skills which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of

activities in this area which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 4.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to citizen-related social and/or cognitive skills: 38.6 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 33.3 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 8.8 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in this area was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities devoted to the study or development of citizen-related social and/or cognitive skills. The degree of interest in developing activities in this area is greater in senior schools than in elementary and middle/junior high schools and greater in elementary than in middle/junior high schools.

Item 5: Law-Related Education

This section reports survey results concerning current activities and interests in law-related education at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 5, reports the topics which school activities in this content area cover.

The first part of Item 5, as it appeared on the questionnaire, is given below:

5. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY, e.g., a course on civics, a unit on problems of democracy, a project on community history, etc., beyond requirements established by the state?

Tables 5.1 through 5.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 5.1, Column 1, shows that 58.1 percent of the responding elementary schools reported that they conducted no activities in the area of law-related education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in law-related education which elementary schools reported was significantly related to the number of students enrolled. As enrollment size increases, the percent of elementary

schools which reported that they conduct one or more activities in the area of law-related education decreases. Table 5.2, Column 1, reports the percent of schools in each size category which conduct one or more activities in this area.

The number of activities in law-related education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 5.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of law-related education: 16.7 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 51.4 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 8.3 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in law-related education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in law-related education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 5.1, Column 2, shows that 53.1 percent of the responding middle/junior high schools reported that they conducted no activities in the area of law-related education. Of those schools which reported that they did conduct activities in this

area, most conducted one activity.

The number of activities in law-related education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in law-related education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 5.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of law-related education: 23.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 41.0 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 14.8 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in law-related education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in law-related education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 5.1, Column 3, shows that 25.0 percent of the responding senior high schools reported that they conducted no activities in the area of law-related education. Of those schools which reported that they did conduct activities in this area, most conducted one, two, or three activities.

The number of activities in law-related education which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in law-related education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 5.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of law-related education: 37.7 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 41.5 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 9.4 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in law-related education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in law-related education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary and middle/junior high schools than senior high schools conduct no activities in the area of law-related education. The degree of interest in developing activities in this area is about the same in elementary and middle/junior high schools and less than the interest in senior high schools.

Item 6: Social Action

This section reports survey results concerning current activities and interests in organizing social action groups of students at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 6, reports the topics which activities of this type cover.

The first part of Item 6 as it appeared on the questionnaire is given below:

6. In curricular or extracurricular programs, does your school currently organize or facilitate SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS, e.g., students survey community members on the use of energy resources at home, students plant trees in the community, students lobby at city hall on current issues, students establish a consumer complaint center and attempt to find redress for victims of alleged fraud?

Tables 6.1 through 6.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 6.1, Column 1, shows that 71.6 percent of the responding elementary schools reported that they conducted no activities devoted to social action. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to social action which elementary schools reported was not significantly related to the number of students

enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 6.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to social action: 7.4 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 29.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 17.6 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to social action was not significantly related to the number of students enrolled.

The degree of interest among elementary schools in developing activities devoted to social action was significantly related to the nature of the region in which the schools are located. Schools located in urban and rural regions reported a higher degree of interest in developing activities of this type than schools located in suburban regions. Table 6.6, Column 1, reports the mean degree of interest among schools in each region.

Middle/junior high schools. Table 6.1, Column 2, shows that 65.6 percent of the responding middle/junior high schools reported that they conducted no activities devoted to social action. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to social action which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 6.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to social action: 12.7 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 30.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 19.0 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to social action was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 6.1, Column 3, shows that 46.9 percent of the responding senior high schools reported that they conducted no activities devoted to social action. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to social action which senior high schools reported was not significantly related to the number of students

enrolled. Also, the number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 6.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to social action: 24.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 35.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 13.0 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to social action was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary and middle/junior high than senior high schools conduct no activities devoted to social action. The degree of interest in developing activities of this type is greater in senior high than in middle/junior high and elementary schools and greater in middle/junior high than in elementary schools.

Item 7: Economics Education

This section reports survey results concerning current activities and interests in economics education at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 7, reports the topics which school activities in this content area cover.

The first part of Item 7, as it appeared on the questionnaire, is given below:

7. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of the AMERICAN ECONOMIC SYSTEM, e.g., free enterprise, consumers' rights, law of supply and demand, influence of advertising on consumer purchasing, budgeting, credit, labor-management relations, banking, taxation, etc.?

Tables 7.1 through 7.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 7.1, Column 1, shows that 59.5 percent of the responding elementary schools reported that they conducted no activities in the area of economics education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in economics education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in economics education which

elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 7.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of economics education: 14.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 36.6 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 16.9 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in economics education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in economics education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 7.1, Column 2, shows that 45.3 percent of the responding middle/junior high schools reported that they conducted no activities in the area of economics education. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The number of activities in economics education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in economics education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 7.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of economics education: 13.8 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 37.9 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 15.5 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in economics education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in economics education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 7.1, Column 3, shows that 5.2 percent of the responding senior high schools reported that they conducted no activities in the area of economics education. Of those schools which reported that they did conduct activities in this area, most conducted one, two, three, or four activities.

The number of activities in economics education which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in economics education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 7.4, Column 3, reports the degree of interest among senior

high schools in developing activities in the area of economics education: 27.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 47.3 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 7.3 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in economics education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in economics education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary and middle/junior high than senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities in the area of economics education. Only a small percent of senior high schools reported that they conduct no activities in this area. The degree of interest in developing activities in this area is about the same in elementary and middle/junior high schools and less than the interest in senior high schools.

Item 8: Family Life Education

This section reports survey results concerning current activities and interests in family life education for students at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 8, reports the topics which school activities in this content area cover.

The first part of Item 8, as it appeared on the questionnaire, is given below:

8. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., for students especially devoted to the study of FAMILY LIFE AND/OR PARENTING?

Tables 8.1 through 8.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 8.1, Column 1, shows that 64.9 percent of the responding elementary schools reported that they conducted no activities for students in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for students in family life education which elementary schools reported was not significantly related to the

number of students enrolled. Also, the number of activities in family life education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 8.4, Column 1, reports the degree of interest among elementary schools in developing activities for students in the area of family life education: 28.6 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 18.6 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 10.0 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities for students in family life education was not significantly related to the number of students enrolled.

The degree of interest among elementary schools in developing activities for students in family life education was significantly related to the nature of the region in which the schools are located. Schools located in rural regions reported a higher degree of interest in developing activities in this area than schools located in urban and suburban regions. Table 8.6, Column 1, reports the mean degree of interest among schools in each region.

Middle/junior high schools. Table 8.1, Column 2, shows that 67.2 percent of the responding middle/junior high schools reported that they conducted no activities for students in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for students in family life education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in family life education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 8.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities for students in the area of family life education: 6.9 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 31.0 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 34.5 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities for students in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 8.1, Column 3, shows that 18.8 percent of the responding senior high schools reported that they conducted no activities for students in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one, two, or three activities.

The number of activities for students in family life education which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in family life education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 8.4, Column 3, reports the degree of interest among senior high schools in developing activities for students in the area of family life education: 25.9 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 38.9 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 13.0 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities for students in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary and middle/junior high schools than senior high schools conduct no activities for students in the area of family life education. The degree of interest in developing activities in this area is similar in elementary and senior high schools and greater than the degree of interest in middle/junior high schools.

Item 9: Family Life Education for Parents

This section reports survey results concerning current activities and interests in family life education for parents at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 9, reports the topics which school activities in this content area cover.

The first part of Item 9, as it appeared on the questionnaire, is given below:

9. Does your school currently conduct any courses, seminars, workshops, etc., for parents especially devoted to the study of FAMILY LIFE AND/OR PARENTING?

Tables 9.1 through 9.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 9.1, Column 1, shows that 68.9 percent of the responding elementary schools reported that they conducted no activities for parents in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for parents in family life education which elementary schools reported was not significantly related to the number

of students enrolled. Also, the number of activities in family life education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 9.4, Column 1, reports the degree of interest among elementary schools in developing activities for parents in the area of family life education: 11.4 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 34.3 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 20.0 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities for parents in family life education was not significantly related to the number of students enrolled.

The degree of interest among elementary schools in developing activities for parents in family life education was significantly related to the nature of the region in which the schools are located. Schools located in urban and rural regions reported a higher degree of interest in developing activities in family life education for parents than schools located in suburban regions. Table 9.6, Column 1, reports the mean degree of interest among schools in each region.

Middle/junior high schools. Table 9.1, Column 2, shows that 89.1 percent of the responding middle/junior high schools reported that they conducted no activities for parents in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for parents in family life education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in family life education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 9.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities for parents in the area of family life education: 9.8 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 16.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 47.5 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities for parents in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 9.1, Column 3, shows that 82.8 percent of the responding senior high schools reported that they conducted no activities for parents in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for parents in family life education which

senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in family life education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 9.4, Column 3, reports the degree of interest among senior high schools in developing activities for parents in the area of family life education: 13.7 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 29.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 37.3 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities for parents in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of middle/junior high and senior high schools than elementary schools conduct no activities for parents in the area of family life education. The degree of interest in developing activities for parents in this area is about the same in elementary and senior high schools and greater than the interest in middle/junior high schools.

Item 10: Moral/Ethical/Values Education

This section reports survey results concerning current activities and interests in moral/ethical/values education at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 10, reports the topics which school activities in this content area cover.

The first part of Item 10, as it appeared on the questionnaire, is given below:

10. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., especially devoted to MORAL/ETHICAL/VALUES EDUCATION, e.g., a unit on moral/ethical dilemmas, a set of exercises on values clarification, a unit or course on fairness and respect for others?

Tables 10.1 through 10.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 10.1, Column 1, shows that 74.3 percent of the responding elementary schools reported that they conducted no activities in the area of moral/ethical/values education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in moral/ethical/values education which elementary schools reported was not significantly related to the number

of students enrolled. Also, the number of activities in moral/ethical/values education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 10.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of moral/ethical/values education: 27.8 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 37.5 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 5.6 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in moral/ethical/values education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in moral/ethical/values education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 10.1, Column 2, shows that 67.2 percent of the responding middle/junior high schools reported that they conducted no activities in the area of moral/ethical/values education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in moral/ethical/values education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in moral/

ethical/values education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 10.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of moral/ethical/values education: 20.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 28.3 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 13.3 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in moral/ethical/values education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in moral/ethical/values education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 10.1, Column 3, shows that 60.9 percent of the responding senior high schools reported that they conducted no activities in the area of moral/ethical/values education. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The number of activities in moral/ethical/values education which senior high schools reported was not significantly related to the number of students enrolled.

The number of activities in moral/ethical/values education which senior high schools reported was significantly related to the nature of the region in which the schools are located. The percent of schools located in urban and rural regions which reported that they conduct one or more activities in the area of moral/ethical/values education was greater than the percent of schools located in suburban regions which reported that they conduct one or more activities in this area. Table 10.3, Column 3, reports the percent of schools located in each region which reported that they conduct one or more activities in this area.

Table 10.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of moral/ethical/values education: 16.7 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 44.4 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 11.1 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in moral/ethical/values education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in moral/ethical/values education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high

schools, and a greater percent of middle/junior high than senior high schools, conduct no activities in the area of moral/ethical/values education. The degree of interest in developing activities in this area is about the same in middle/junior high and senior high schools and less than the degree of interest in elementary schools.

Item 11: Student Involvement in School Governance

This section reports survey results concerning current activities and interests in student involvement in school governance at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 11, reports the topics which activities of this type cover.

The first part of Item 11 as it appeared on the questionnaire is given below:

11. In curricular or extracurricular programs, does your school currently INVOLVE STUDENTS IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL, e.g., decisions about a dress code, discipline procedures, playground rules, or study hall procedures?

Tables 11.1 through 11.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 11.1, Column 1, shows that 64.9 percent of the responding elementary schools reported that they conducted no activities devoted to student involvement in school governance. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to student involvement in school governance which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of

activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 11.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to student involvement in school governance: 22.2 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 31.9 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 15.3 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to student involvement in school governance was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 11.1, Column 2, shows that 37.5 percent of the responding middle/junior high schools reported that they conducted no activities devoted to student involvement in school governance. Of those schools which reported that they did conduct activities of this type, most conducted one, two, or three activities.

The number of activities devoted to student involvement in school governance which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of

activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 11.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to student involvement in school governance: 16.9 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 32.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 16.9 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to student involvement in school governance was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 11.1, Column 3, shows that 25.0 percent of the responding senior high schools reported that they conducted no activities devoted to student involvement in school governance. Of those schools which reported that they did conduct activities of this type, most conducted one, two, or three activities.

The number of activities devoted to student involvement in school governance which senior high schools reported was significantly related to the number of students enrolled. The percent of middle-size schools

which reported that they conduct one or more activities devoted to student involvement in school governance was smaller than the percent of small or large schools which reported that they conduct one or more activities of this type. Table 11.2, Column 3, reports the percent of schools in each enrollment size category which reported that they conduct one or more activities devoted to student involvement in school governance.

The number of activities devoted to student involvement in school governance which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 11.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to student involvement in school governance: 31.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 37.9 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 10.3 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to student involvement in school governance was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary schools than middle/junior high and senior

high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities devoted to student involvement in school governance. The degree of interest in developing activities of this type is about the same in elementary and middle/junior high schools and somewhat less than the degree of interest in senior high schools.

Item 12: Student Activities in the Community

This section reports survey results concerning current activities and interests in conducting student internship or volunteer work in the community at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 12, reports the topics which activities of this type cover.

The first part of Item 12 as it appeared on the questionnaire is given below:

12. In curricular or extracurricular programs, does your school currently conduct or facilitate STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS, e.g., municipal government, public welfare office, day care center?

Tables 12.1 through 12.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 12.1, Column 1, shows that 90.5 percent of the responding elementary schools reported that they conducted no activities devoted to student internships or volunteer work in the community. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to student internships or volunteer work in the community which elementary schools reported was

significantly related to the number of students enrolled. As enrollment size increases, the percent of schools which reported that they conduct one or more activities also roughly increases. However, because of the few elementary schools in the enrollment categories of 751 students or over, some caution should be used in interpreting this result. For example, there are only two schools with between 1001 and 1500 students and neither reported any activities. Further, there was only one elementary school with over 1500 students and it did report having at least one activity. Table 12.2, Column 1, reports the percent of schools in each size category which reported that they conduct one or more activities devoted to student internships or volunteer work in the community.

The number of activities devoted to student internships or volunteer work in the community which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 12.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to student internships or volunteer work in the community: 4.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 18.6 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 46.4 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing

activities devoted to student internships or volunteer work in the community was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 12.1, Column 2, shows that 84.4 percent of the responding middle/junior high schools reported that they conducted no activities devoted to student internships or volunteer work in the community. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to student internships or volunteer work in the community which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 12.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to student internships or volunteer work in the community: 6.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 20.6 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 39.7 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in

developing activities devoted to student internships or volunteer work in the community was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 12.1, Column 3, shows that 40.6 percent of the responding senior high schools reported that they conducted no activities devoted to student internships or volunteer work in the community. Of those schools which reported that they did conduct activities of this type, most conducted one, two, three, or four activities.

The number of activities devoted to student internships or volunteer work in the community which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 12.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to student internships or volunteer work in the community: 27.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 33.9 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 6.8 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to student internships or volunteer work in the community was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary and middle/junior high than senior high schools conduct no activities devoted to student internships or volunteer work in the community. The degree of interest in developing activities of this type is about the same in elementary and middle/junior high schools and less than the interest in senior high schools.

Item 13: Measures of Social Development

This section reports survey results concerning current activities and interests in using formal tests to measure students' social skills, growth, or development at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 13, reports the topics which activities of this type cover.

The first part of Item 13, as it appeared on the questionnaire is given below:

13. Does your school currently use a FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT, e.g., a social attitudes or values questionnaire, the Mooney checklist, an inventory of personal aptitudes, a kindergarten social readiness test?

Tables 13.1 through 13.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 13.1, Column 1, shows that 86.5 percent of the responding elementary schools reported that they conducted no activities devoted to formally measuring students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to formally measuring students' social development which elementary schools reported was not significant-

ly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 13.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to formally measuring students' social development: 12.9 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 25.7 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 18.6 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to formally measuring students' social development was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 13.1, Column 2, shows that 92.2 percent of the responding middle/junior high schools reported that they conducted no activities devoted to formally measuring students' social development. Of those schools which reported that they did conduct activities of this type, all conducted one activity.

The number of activities devoted to formally measuring students' social development which middle/junior high schools reported was not

significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 13.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to formally measuring students' social development: 11.5 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 19.7 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 21.3 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to formally measuring students' social development was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 13.1, Column 3, shows that 89.1 percent of the responding senior high schools reported that they conducted no activities devoted to formally measuring students' social development. Of those schools which reported that they did conduct activities of this type, all conducted one or two activities.

The number of activities devoted to formally measuring students' social development which senior high schools reported was not signifi-

cantly related to the number of students enrolled. Also, the number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 13.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to formally measuring students' social development: 20.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 38.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 18.2 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to formally measuring students' social development was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that about the same percent of elementary, middle/junior high, and senior high schools conduct no activities devoted to formally measuring students' social development. The degree of interest in developing activities of this type is about the same in elementary and middle/junior high schools and somewhat less than the degree of interest in senior high schools.

Item 14: Global Education

This section reports survey results concerning current activities and interests in global education at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 14, reports the topics which school activities in this content area cover.

The first part of Item 14, as it appeared on the questionnaire, is given below:

14. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES?

Tables 14.1 through 14.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 14.1, Column 1, shows that 73.0 percent of the responding elementary schools reported that they conducted no activities in the area of global education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in global education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in global education which

elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 14.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of global education: 7.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 24.3 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 31.4 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in global education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in global education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 14.1, Column 2, shows that 64.1 percent of the responding middle/junior high schools reported that they conducted no activities in the area of global education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in global education which middle/junior high schools reported was significantly related to the number of students enrolled. As enrollment size increases, the percent of schools which reported that they conduct one or more activities in this area also increases. Table 14.2, Column 2, reports the percent of schools

in each size category which conduct one or more activities in this area.

The number of activities in global education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 14.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of global education: 5.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 33.9 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 16.9 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in global education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in global education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 14.1, Column 3, shows that 31.3 percent of the responding senior high schools reported that they conducted no activities in the area of global education. Of those schools which reported that they did conduct activities in this area, most conducted between one and five activities.

The number of activities in global education which senior high schools reported was not significantly related to the number of students

enrolled. Also, the number of activities in global education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 14.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of global education: 21.8 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 36.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 9.1 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in global education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in global education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities in the area of global education. The degree of interest in developing activities in this area is about the same in elementary and middle/junior high schools and less than the degree of interest in senior high schools.

Item 15: Analysis of the Mass Media

This section reports survey results concerning current activities and interests in analysis of the mass media at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 15, reports the topics which activities of this type cover.

The first part of Item 15, as it appeared on the questionnaire is given below:

15. In curricular or extracurricular programs, do teachers at your school currently GIVE ASSIGNMENTS THAT ASK STUDENTS TO ANALYZE CRITICALLY LOCAL AND NATIONAL MASS MEDIA, e.g., evaluate a TV program, decide if a film is socially meaningful, criticize radio news reporting of a controversial issue or event?

Tables 15.1 through 15.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 15.1, Column 1, shows that 52.7 percent of the responding elementary schools reported that they conducted no activities devoted to analysis of mass media. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to analysis of mass media which elementary schools reported was not significantly related to the number of students enrolled.

The number of activities devoted to analysis of mass media which elementary schools reported was significantly related to the nature of the region in which the schools are located. About half the schools located in urban and suburban regions reported that they conduct one or more activities of this type. About 15 percent of the schools located in "combination" regions reported that they conduct one or more activities in this area. All 3 schools located in rural regions reported that they conduct one or more activities of this type. Table 15.3. Column 1, reports the percent of schools in each region which conduct one or more activities devoted to analysis of mass media.

Table 15.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to analysis of mass media: 13.2 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 47.1 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 11.8 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to analysis of mass media was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 15.1, Column 2, shows that 35.9 percent of the responding middle/junior high schools reported that they

conducted no activities devoted to analysis of mass media. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to analysis of mass media which middle/junior high schools reported was significantly related to the number of students enrolled. The percent of middle-size schools which reported that they conduct one or more activities of this type was larger than the percent of small and large schools which reported that they conduct activities of this type. With the exception of schools in which enrollment ranges from 501 to 750, as enrollment size increases, the percent of schools which reported that they conduct one or more activities devoted to analysis of mass media decreases. Table 15.2, Column 2, reports the percent of schools in each size category which reported that they conduct one or more activities of this type.

The number of activities devoted to analysis of mass media which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 15.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to analysis of mass media: 21.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 30.6 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 6.5 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in develop-

ing activities devoted to analysis of mass media was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 15.1, Column 3, shows that 26.6 percent of the responding senior high schools reported that they conducted no activities devoted to analysis of mass media. Of those schools which reported that they did conduct activities of this type, most conducted one, two, or three activities.

The number of activities devoted to analysis of mass media which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 15.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to analysis of mass media: 22.2 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 31.5 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 14.8 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to analysis of mass media was not significantly related to the number of students enrolled. The degree of interest

among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities devoted to analysis of mass media. The degree of interest in developing activities of this type is about the same in elementary, middle/junior high, and senior high schools.

Item 16: In-Service on Students' Social Development

This section reports survey results concerning current activities and interests in conducting in-service education for staff on students' social development at elementary, middle/junior high, and senior high schools in New Jersey. Appendix C, Document 16, reports the topics which activities of this type cover.

The first part of Item 16, as it appeared on the questionnaire is given below:

16. Does your school currently conduct IN-SERVICE WORKSHOPS FOR STAFF ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT, e.g., workshops on democratic vs. authoritarian school climate, classroom management techniques, student disciplinary procedures, development of self-esteem?

Tables 16.1 through 16.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 16.1, Column 1, shows that 66.2 percent of the responding elementary schools reported that they conducted no activities devoted to in-service education on students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to in-service education on

students' social development which elementary schools reported was significantly related to the number of students enrolled. As enrollment size increases, the percent of schools which reported that they conduct one or more activities of this type also increases. Table 16.2, Column 1, reports the percent of schools in each size category which reported that they conduct one or more activities devoted to in-service education on students' social development.

Also, the number of activities devoted to in-service education on students' social development which elementary schools reported was significantly related to the nature of the region in which the schools are located. The percent of schools located in urban regions which reported that they conduct one or more activities of this type was greater than the percent of schools located in suburban regions which reported that they conduct activities of this type. No schools located in rural regions reported that they conduct activities of this type. Table 16.3, Column 1, reports the percent of schools located in each region which reported that they conduct one or more activities devoted to in-service education on students' social development.

Table 16.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to in-service education on students' social development: 30.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 41.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 7.1 percent said that they were

"Not Interested."

The degree of interest among elementary schools in developing activities devoted to in-service education on students' social development was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 16.1, Column 2, shows that 54.7 percent of the responding middle/junior high schools reported that they conducted no activities devoted to in-service education on students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to in-service education on students' social development which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 16.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to in-service education on students' social development: 16.9 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 37.3 percent were "Interested, Want

to discuss needs . . . ." Of the remainder, 13.6 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to in-service education on students' social development was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 16.1, Column 3, shows that 60.9 percent of the responding senior high schools reported that they conducted no activities devoted to in-service education on students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to in-service education on students' social development which senior high schools reported was significantly related to the number of students enrolled. With the exception of schools ranging in enrollment from 751 to 1000 students and one school in the smallest size category, as enrollment size increases, the percent of schools which reported that they conduct one or more activities of this type also increases. Table 16.2, Column 3, reports the percent of schools in each size category which reported that they conduct one or more activities devoted to in-service education on students' social development.

The number of activities devoted to in-service education on

students' social development which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 16.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to in-service education on students' social development: 38.5 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 36.5 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 7.7 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to in-service education on students' social development was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of senior high than middle/junior high schools, conduct no activities devoted to in-service education on students' social development. The degree of interest in developing activities of this type is about the same in elementary and senior high schools and somewhat greater than the degree of interest in middle/junior high schools.

Summary

In this section, comparisons of results are made among the 16 items. The purpose of the comparison is to enable more informed decision making about directions for the citizen education improvement effort in the New Jersey public schools. However, the reader should be aware that the following comparisons are not proposed as the only, or even the major, basis for making such decisions. Instead, they are presented as one of the bases for decision making that should be considered by the citizen education planning group.

It is assumed that the items about which respondents indicated the greatest degree of interest are to be considered as citizen education areas of greatest emphasis, especially if there was relatively little current activity reported for that item. Those items about which respondents indicated least interest should be considered as areas of least emphasis in citizen education.

The implied comparisons were made by ranking the item results on interest within each of the three school levels. For each school level the three items with the highest level of interest were chosen to be presented in this summary as being of greatest citizen education emphasis. Similarly, the three items with the lowest level of interest are

presented as being of least emphasis.[1] For the three items of greatest interest, the results concerning current level of activity were reviewed. Those topics on which a majority of schools within a school level report no activities are presented as especially important, in that there is both a relatively high level of interest with a relatively low level of present activity.

The comparisons among items are presented for each of the school levels. Following the comparisons for each school level, there is a discussion of the similarities and differences among the three school levels.

Elementary school level. The three items ranking highest in degree of interest expressed in the elementary school sample were:

- inviting community members to come to school to speak or work with students on topics related to citizen education (item 2);
- studying the culture and contributions of different ethnic and racial groups in our society (item 3);
- conducting in-service workshops for staff on the effects of teacher-student/administrator-student interaction on students' social development (item 16).

Of these three items, the last two are especially noteworthy as potential

---

[1]The top three items had average degrees of interest that were around 3.00, the scale value for the response choice "Interested, Want to discuss needs and interests at my school . . . ." Except for the senior high school level ratings, which were higher, the bottom three items received average ratings around 2.00, the scale value for the response choice "Somewhat Interested, Like to know more about this."

emphases for further effort in that a majority of the schools surveyed reported no activity in those areas.

The three items of least interest to respondents in elementary schools were:

- organizing or facilitating social action groups of students who initiate and carry out studies and activities serving citizen interests (item 6);
- conducting or facilitating student work-study/internship/volunteer activities in agencies that serve citizen interests (item 12); and
- studying international relations and/or global perspectives (item 14).

Middle/junior high school level. At the middle/junior high school level the three most highly rated items were:

- environmental studies (item 1);
- inviting community members to come to school to speak or work with students on topics related to citizen education (item 2); and
- studying individual and/or public legal rights and responsibilities in a democratic society (item 5).

Of these three items, the last one is especially worth emphasizing because a majority of the respondents in this sample said that they had no courses, seminars, or units in law-related education beyond those mandated by the state.

The three items in which respondents were least interested were:

- studying family life and/or parenting (item 8);
- conducting workshops for parents in the study of family life and/or parenting (item 9); and

- conducting or facilitating student work-study/internship/volunteer activities in agencies that serve citizen interests (item 12).

Senior high school level. In the senior high school sample, the three items of greatest interest were:

- inviting community members to come to school to speak or work with students on topics related to citizen education (item 2);
- studying individual and/or public legal rights and responsibilities in a democratic society (item 5); and
- conducting in-service workshops for staff on the effects of teacher-student/administrator-student interaction on students' social development (item 16).

Of these three items, the last one is especially noteworthy as a potential emphasis for future efforts because the majority of respondents reported that no such activities are now being conducted.

The three items of least interest in the senior high schools were:

- conducting workshops for parents in the study of family life and/or parenting (item 9);
- using a formal test to measure students' social skills, growth, or development (item 13); and
- giving assignments that ask students to analyze critically local and national mass media (item 15).

It should be noted that, in contrast with the other school levels, senior high school level respondents indicated greater interest in most topics. In particular, the three items with the lowest ranking still had relatively high average ratings, being midway between "Interested" and "Somewhat Interested."

Similarities and differences among school levels. The single item among the top three of interest at all school levels is the one concerning involvement of community members for citizen education at the school. This type of activity, however, is also one for which the overwhelming majority of respondents reported that their schools had already been conducting activities.

An item for which a majority of respondents indicate no current activity, but a high degree of interest, is the conduct of in-service workshops for staff devoted to how teachers' and administrators' interactions with students affect students' social development. This item was among the top three items of interest in both elementary and senior high schools and was about the midpoint in the ranking in middle/junior high schools.

Another item of high interest at two school levels is the study of individual and/or public legal rights and responsibilities in a democratic society. Both middle/junior high school level and senior high school level respondents indicated high degrees of interest in this item, though it possibly deserves greater attention at the middle/junior high school level because there is considerably less activity currently being conducted at that level. This item was of less interest among elementary school respondents, though it still ranked sixth among all 16 items.

The two remaining items among the top three in interest occurred at only one of the three school levels. The more important of these two

is the study of culture and contributions of different ethnic and racial groups in our society; it was both of great interest and at a low level of activity at the elementary school level. Though not among the top three items of interest at the other school levels, this multicultural topic did rank fourth of 16 in the middle/junior high school level and fifth of 16 at the senior high school level.

The other item among the top three at one of the school levels is environmental studies. It ranked among the top three at the middle/junior high school level, and fifth and sixth in interest at the elementary and senior high school levels, respectively. The majority of respondents at each school level reported having at least some courses, seminars, or units in environmental studies.

Among the items which respondents ranked low in interest, none was among the bottom three for all of the three school levels. Two items were among the bottom three in interest at two of the school levels. They were student work-study/internships/volunteer activities in the community and workshops for parents on family life and/or parenting. The former was among the bottom three among both elementary and middle/junior high school respondents. The latter, workshops for parents, was among the bottom three in interest level among middle/junior high and senior high school respondents. The remaining five items, which were among the bottom three in interest in one of the school levels, are: (1) social action projects, at the elementary school level; (2) global education, at the elementary school level; (3) family life

education for students, at the middle/junior high school level; (4) analysis of mass media, at the senior high school level; and (5) formal testing for social development, at the senior high school level.

## REFERENCES


American Political Science Association Committee on Pre-Collegiate Education. Political education in the public schools: The challenge for political science. Reports of APSA Committees, 1971, 432-457.

Babbie, Earl R. Survey research methods. Belmont, Ca.: Wadsworth Publishing Co., 1973.

Backstrom, Charles H., & Hursh, Gerald D. Survey research. Evanston, Ill.: Northwestern University Press, 1963.

Bell, Terrel H. Morality and citizenship education: Whose responsibility? Philadelphia: Research for Better Schools, 1976.

Best, John. Research in education (2nd ed.). Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

Blum, Mark. Ethical-citizenship education policies and programs: A national survey of state education agencies. Philadelphia: Research for Better Schools, 1977.

Borg, Walter, R. Educational research: An introduction. New York: David McKay Co., Inc., 1963.

Chiarelott, Leigh, Gombert, Dennis & Remy, Richard C. Ohio teachers' views on political education in elementary school. Phi Delta Kappan, 1976, 57 (5), 348-349.

Fenton, Edwin. The relationship of citizen education to values education. Philadelphia: Research for Better Schools, 1977.

Flapan, Dorothy. Children's understanding of social interaction. New York: Teachers College Press, 1968.

Games, Paul A., & Klare, George R. Elementary statistics. New York: McGraw-Hill Book Co., 1967.

Goode, William J. & Hatt, Paul K. Methods in social research. New York: McGraw-Hill Book Co., 1952.

Hill, Russell A. Citizen education: A working definition. Philadelphia: Research for Better Schools, 1978.

Hunkins, Francis P., Ehman, Lee H., Martorella, Peter H., Hahn, Carole L. & Tucker, Jan L. Review of research in social studies education: 1970-1975. Boulder, Colo.: ERIC Clearinghouse for Social Studies, National Council for the Social Studies, and Social Science Education Consortium, 1977.

Institute for Social Research. Interviewer's manual. Ann Arbor: University of Michigan, Institute for Social Research, 1969.

Jacobs, T. O. A guide for developing questionnaire items. Alexandria, Va.: Human Resources Research Organization, 1970.

Kerlinger, Fred N. Foundations of Behavioral Research (2nd ed.). New York: Holt, Rinehart and Winston, 1973.

Liberman, C., Rosrow, J. M., & Rubenstein, H. B. The Delaware citizen guide to active citizenship in the first state. New York: Taplinger Publishing Co., 1967.

Linsky, Arnold S. Stimulating responses to mailed questionnaires: A review. Public Opinion Quarterly, 1975, 39 (1), 82-101.

LoSciuto, Leonard. Personal communication, July 18, 1978.

National Task Force on Citizenship Education. Education for responsible citizenship. New York: McGraw-Hill Book Co., 1977.

New Jersey Department of Education. T&E: A primer for school improvement in New Jersey. Trenton, N.J.: Department of Education, 1976.

Selltiz, Claire, Jahoda, Marie, Deutsch, Morton, & Cook Stuart W. Research methods in social relations. New York: Holt, Rinehart and Winston, Inc., 1959.

Sutton, Jerri. Citizenship education: National survey of statutory requirements, policy statements of state boards of education, and administrative policies of state departments of education. Richmond: Virginia Department of Education, 1976.

U. S. Department of Health, Education, and Welfare. Education and citizenship. Denver, Colo.: Office of Education, 1977.

Virginia Department of Education. National survey, social studies education, K-12. Richmond: Virginia Department of Education, 1976.

Wangen, Roger (Ed.). Some essential learner outcomes in social studies (Curriculum Bulletin No. 43). Minneapolis: Minnesota Department of Education, Division of Instruction, 1977.

Wise, John E., Nordberg, Robert B. & Reitz, Donald T. Methods of research in education. Boston: D. C. Heath & Company, 1967.

## APPENDIX A

### Survey Questionnaire

### A Survey of Citizen Education Activities and Interests in Elementary and Secondary Schools in Delaware, New Jersey, and Pennsylvania

APPENDIX A

# A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS IN ELEMENTARY AND SECONDARY SCHOOLS IN DELAWARE, NEW JERSEY, AND PENNSYLVANIA

in cooperation with the

Delaware Department of Public Instruction
New Jersey Department of Education
Pennsylvania Department of Education

April, 1978

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103

APPENDIX A

## INTRODUCTION

This is a survey of citizen education activities and interests in elementary and secondary schools in Delaware, New Jersey, and Pennsylvania. We are interested in learning what citizen education activities, courses, or projects your school currently conducts, e.g., civics courses, work-study activities in municipal agencies, planting trees in the community, study of conservation of energy resources, courses on the culture of different ethnic groups in our society, etc. Instructions for completing each question are given on the following pages.

Thank you for your cooperation in making your responses as complete as possible.

APPENDIX A

## ENVIRONMENTAL STUDIES

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 1a and item1b.*

**YES** *Go on to both items 1a and 1b.* **NO** *Go on to item 1b.*

1a.

| Name the course(s), seminar(s) unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

1b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

*Please make sure that you have answered item 1b before going on to the next question.*

APPENDIX A

## COMMUNITY MEMBERS COME TO SCHOOL

2. In curricular or extracurricular programs, does your school currently invite COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 2a and item 2b.*

**YES** *Go on to both items 2a and 2b.* **NO** *Go on to item 2b.*

2a

| What community members have come to school this year? | What topics have community members presented? | How often have community members come to school this year ? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

2b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

*Please make sure that you have answered item 2b before going on to the next question.*

APPENDIX A

## CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY

3. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, projects, seminars, units, etc., especially devoted to the study of the CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 3a and item 3b.*

**YES** *Go on to both items 3a and 3b.* **NO** *Go on to item 3b.*

3a.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

129

3b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED
Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED
Like to know more about this.

NOT INTERESTED

*Please make sure that you have answered item 3b before going on to the next question.*

APPENDIX A

## CITIZEN-RELATED PROCESS SKILLS

4. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study and development of CITIZEN-RELATED PROCESS SKILLS, e.g., a course on leadership, a unit on critical thinking, student debates on current issues, a set of exercises on planning or inquiry skills? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 4a and item 4b.*

**YES** *Go on to both items 4a and 4b.* **NO** *Go on to item 4b.*

4a.

| Name the course(s), unit(s), etc., the school has conducted this year. | What skills have the course(s), unit(s), etc., helped students develop? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

4b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

*Please make sure that you have answered item 4b before going on to the next question.*

APPENDIX A

## INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY

5. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY, e.g., a course on civics, a unit on problems of democracy, a project on community history, etc., beyond requirements established by the state? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 5a and item 5b.*

**YES** *Go on to both items 5a and 5b.* **NO** *Go on to item 5b.*

5a.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

5b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |



*Please make sure that you have answered item 5b before going on to the next question.*

APPENDIX A

## SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS

6. In curricular or extracurricular programs, does your school currently organize or facilitate SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS, e.g., students survey community members on the use of energy resources at home, students plant trees in the community, students lobby at city hall on current issues, students establish a consumer complaint center and attempt to find redress for victims of alleged fraud? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 6a and item 6b.*

**YES** *Go on to both items 6a and 6b.* **NO** *Go on to item 6b.*

6a.

| What studies or activities have pupils carried out this year? | How often have pupils carried out a study or activity this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

6b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

*Please make sure that you have answered item 6b before going on to the next question.*

APPENDIX A

## AMERICAN ECONOMIC SYSTEM

7. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of the AMERICAN ECONOMIC SYSTEM, e.g., free enterprise, consumers' rights, law of supply and demand, influence of advertising on consumer purchasing, budgeting, credit, labor-management relations, banking, taxation, etc.? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 7a and item 7b.*

**YES** *Go on to both items 7a and 7b.* **NO** *Go on to item 7b.*

7a.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

7b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

*Please make sure that you have answered item 7b before going on to the next question.*

APPENDIX A

## FAMILY LIFE AND/OR PARENTING

8. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., for students especially devoted to the study of FAMILY LIFE AND/OR PARENTING? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 8a and item 8b.*

**YES** *Go on to both items 8a and 8b.* **NO** *Go on to item 8b.*

8a.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

8b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

*Please make sure that you have answered item 8b before going on to the next question.*

APPENDIX A

## FAMILY LIFE AND/OR PARENTING FOR PARENTS

9. Does your school currently conduct any courses, seminars, workshops, etc., for parents especially devoted to the study of FAMILY LIFE AND/OR PARENTING? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 9a and item 9b.*

**YES** *Go on to both items 9a and 9b.* **NO** *Go on to item 9b.*

9a.

| Name the course(s), seminar(s), etc., the school has conducted this year. | What topics have parents studied this year? | How often has the school conducted the course(s), seminar(s), etc., this year? | In what grade(s) are the children of the parents who participated? | Roughly, what percent of parents within each grade participated? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

9b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |



*Please make sure that you have answered item 9b before going on to the next question.*

APPENDIX A

## MORAL/ETHICAL/VALUES EDUCATION

10. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., especially devoted to MORAL/ETHICAL/VALUES EDUCATION, e.g., a unit on moral/ethical dilemmas, a set of exercises on values clarification, a unit or course on fairness and respect for others. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 10a and item 10b.*

**YES** *Go on to both items 10a and 10b.* **NO** *Go on to item 10b.*

10a.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

10b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

*Please make sure that you have answered item 10b before going on to the next question.*

APPENDIX A

## STUDENT INVOLVEMENT IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL

11. In curricular or extracurricular programs, does your school currently INVOLVE STUDENTS IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL, e.g., decisions about a dress code, discipline procedures, playground rules, or study hall procedures? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 11a and item 11b.*

**YES** *Go on to both items 11a and 11b.* **NO** *Go on to item 11b.*

11a.

| What decisions have students been involved in making this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

11b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

*Please make sure that you have answered item 11b before going on to the next question.*

APPENDIX A

## STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS

12. In curricular or extracurricular programs, does your school currently conduct or facilitate STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS,* e.g., municipal government, public welfare office, day care center? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 12a and item 12b.*

**YES** *Go on to both items 12a and 12b.* **NO** *Go on to item 12b.*

*12a.*

| What agencies have students worked at this year? | What activities have students carried out this year? | How many hours in all has the average student given to an activity or study this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

12b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

*Please make sure that you have answered item 12b before going on to the next question.*

*Excluding business or commercial organizations.

APPENDIX A

## SCHOOL USES A FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT

13. Does your school currently use a FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT, e.g., a social attitudes or values questionnaire, the Mooney checklist, an inventory of personal aptitudes, a kindergarten social readiness test? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 13a and item 13b.*

**YES** *Go on to both items 13a and 13b.* **NO** *Go on to item 13b.*

13a.

| What is the name or the nature of the test(s)? | How often has the school administered the test this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

13b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

***Please make sure that you have answered item 13b before going on to the next question.***

APPENDIX A

## INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES

14. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 14a and item 14b.*

**YES** *Go on to both items 14a and 14b.* **NO** *Go on to item 14b.*

14b.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

140

14b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

*Please make sure that you have answered item 14b before going on to the next question.*

APPENDIX A

## STUDENTS CRITICALLY ANALYZE LOCAL AND NATIONAL MASS MEDIA

15. In curricular or extracurricular programs, do teachers at your school currently GIVE ASSIGNMENTS THAT ASK STUDENTS TO ANALYZE CRITICALLY LOCAL AND NATIONAL MASS MEDIA, e.g., evaluate a TV program, decide if a film is socially meaningful, criticize radio news reporting of a controversial issue or event? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 15a and item 15b.*

**YES** *Go on to both items 15a and 15b.* **NO** *Go on to item 15b.*

15a.

| What issues have students analyzed this year? | What media were involved? | How often has an assignment been given this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

15b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

*Please make sure that you have answered item 15b before going on to the next question.*

APPENDIX A

## IN-SERVICE WORKSHOPS ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT

16. Does your school currently conduct IN-SERVICE WORKSHOPS FOR STAFF ON THE EFFECTS OF TEACHER-STUDENT/ ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT, e.g., workshops on democratic vs. authoritarian school climate, classroom management techniques, student disciplinary procedures, development of self-esteem. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 16a and item 16b.*

**YES** *Go on to both items 16a and 16b.* **NO** *Go on to item 16b.*

16a.

| What topics have been presented and discussed at workshop(s) this year? | How often have the workshop(s) been conducted this year? | What grades do participating teachers teach? | Roughly, what percent of teachers within each grade participated? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

16b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

*Please make sure that you have answered item 16b before going on to the next question.*

17. What other citizen education activities, courses, units, etc., does your school currently conduct that you have not previously mentioned or described?



18. Please provide the following information:

    a. Your professional position: _____

    b. Approximate number of students at your school: _____

    c. Grade(s) of the students who attend your school: *Circle all that apply.*

       K 1 2 3 4 5 6 7 8 9 10 11 12

    d. Is the region served by your school predominantly:

       _____ urban, _____ suburban, or _____ rural?

## APPENDIX B

### Data Collection Materials

Document 1: Initial Contact Letter from RBS to School Principals

Document 2: Cover Letter Accompanying Questionnaire

Document 3: Memorandum to School Principals from Dr. Fred G. Burke, Commissioner of Education, New Jersey

Document 4: Postcard Reminder Concerning the Return of the Questionnaire

APPENDIX B: Document 1

RESEARCH FOR BETTER SCHOOLS, INCORPORATED

April 12, 1978

What kinds of citizen education activities do you have at your school? Are your students debating consumers' rights? Do they study part-time at an environmental lab? Would courses on leadership or decision-making address student needs at your school? Are you interested in developing student projects in the mayor's office or other agencies serving citizen interests?

Research for Better Schools (RBS), an educational laboratory in Philadelphia, is looking for answers to these and other questions. At the present time, an information gap exists with respect to citizen education activities in schools across the nation. Under a grant from the National Institute of Education in Washington, RBS is surveying elementary and secondary school principals in Delaware, New Jersey, and Pennsylvania about citizen education activities at their schools. RBS is conducting the survey in cooperation with the Department of Education in each of these three states.

Principals of elementary, junior high/middle, and senior high schools in the tri-state region are participating in the survey. You have been selected as one of the participants. Each participant will be asked to respond (by mail) to questions about citizen education activities that his or her school currently conducts or is interested in developing. RBS will share a general statement of the findings with the participants and will use survey results, in conjunction with other information, in planning alternative models of citizen education.

During the week of April 17, we will send you a survey questionnaire. We look forward to your participation in this tri-state survey, and thank you for your assistance. If you have any questions, please call me collect (215 561-4100, ext. 259).

Sincerely,

Suzanne Root

172 Suzanne Root, Ed.D.
Survey Coordinator
Citizen Education

APPENDIX B: Document 2

RESEARCH FOR BETTER SCHOOLS, INCORPORATED

April 17, 1978

Enclosed please find the survey questionnaire we wrote you about on April 12, 1978. As we indicated, Research for Better Schools (RBS), an educational laboratory in Philadelphia, has a grant from the National Institute of Education to survey citizen education activities and interests in elementary and secondary schools in Delaware, New Jersey, and Pennsylvania. RBS is conducting the survey in cooperation with the Department of Education in each of these three states. The purpose of the survey is to identify citizen education activities that schools are currently conducting and also to determine what activities and subject areas in citizen education schools are interested in developing. RBS will use survey results, in conjunction with other information, in planning alternative models of citizen education.

The enclosed questionnaire asks you about citizen education activities that your school currently conducts as well as activities you might be interested in developing at your school. The questions include examples of citizen education activities that we have learned about. It is important to note that we do not expect that your school will have every activity mentioned in our questions. We include these examples merely for your consideration. We are interested in learning about the activities that you do have at your school, as well as activities you might be interested in developing.

The enclosed questionnaire has a code number. Please note that this number is for data collection and data processing purposes. We will use the code number to process the data. In reporting survey results, we will not report the names of any schools or school districts included in the survey, or associate any individual school with any data.

APPENDIX B: Document 2

We are asking you, as chief administrator of your school, to fill out the questionnaire because you are familiar with school activities, courses, projects, etc., at all grade levels, and you have a summative perspective of your school program. In filling out the questionnaire, you may wish to consult with someone on your staff who is also familiar with citizen education activities and interests at your school.

If you have any questions about the survey, please call me collect (215/561-4100, ext. 259). I'd be happy to speak with you. Kindly use the enclosed envelope to return your completed questionnaire at your earliest convenience.

Many thanks for helping us carry out this tri-state survey. We appreciate your giving us your time.

Sincerely,

Suzanne Root

Suzanne Root, Ed.D.
Survey Coordinator
Citizen Education

SR:cn
Encl.

APPENDIX B: Document 3

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON, N J 08625

OFFICE OF THE COMMISSIONER
Post Office Box 2019

April 13, 1978

M E M O R A N D U M

TO: Building Principal

FROM: Commissioner Fred G. Burke FGB

Research for Better Schools, a Philadelphia based education laboratory, has prepared a questionnaire entitled "A Survey of Citizen Education Activities and Interests in Elementary and Secondary Schools in Delaware, New Jersey, and Pennsylvania". The New Jersey Department of Education, as well as its counterparts in Delaware and Pennsylvania, are cooperating with RBS in this research effort. It is our hope that the survey results, along with other pertinent data, may be of assistance when planning alternative models of citizenship education.

As a school administrator your input is particularly vital since the information being sought can only be obtained from true professionals in the field. Therefore, we invite you to participate in this worthwhile project. Please complete the questionnaire and return it as soon as possible. Your assistance is greatly appreciated.

APPENDIX B: Document 4

Postcard Reminder Concerning the
Return of the Questionnaire

April 21, 1978

Dear Principal:

Recently we sent you a questionnaire concerning citizen education activities and interests at your school. We would appreciate your returning this questionnaire as soon as possible.

If you have already returned your completed questionnaire, please disregard this notice. Many thanks for your prompt response.

If you have not received a questionnaire, will you please call me collect (215/561-4100, ext. 259). We will send you another copy.

Thank you for your cooperation and assistance.

Sincerely,

Suzanne Root

Suzanne Root, Ed.D.
Survey Coordinator

## APPENDIX C

### Data Processing: Lists of Topics Counted and Not Counted with Each Citizen Education Item

Document 1: Item 1: Environmental Studies

Document 2: Item 2: Community Members at School

Document 3: Item 3: Multicultural Education

Document 4: Item 4: Citizen-Related Education

Document 5: Item 5: Law-Related Education

Document 6: Item 6: Social Action

Document 7: Item 7: Economics Education

Document 8/9: Item 8/9: Family Life Education

Document 10: Item 10: Moral/Ethical/Values Education

Document 11: Item 11: Student Involvement in School Governance

Document 12: Item 12: Student Activities in the Community

Document 13: Item 13: Measures of Social Development

Document 14: Item 14: Global Education

Document 15: Item 15: Analysis of Mass Media

Document 16: Item 16: In-Service on Students' Social Development

APPENDIX C: Document 1

Item 1

Environmental Studies

| List of topics that were counted in this content area | List of topics that were not counted in this content area |
|---|---|
| environment | general science |
| environmental studies | botany |
| ecology | zoology |
| land use | life sciences |
| resource use | marine science |
| interrelationships among people, physical environment, and social/political/economic institutions in American culture | forestry |
| | biology |
| | physics |
| | geology |
| | geography |
| energy | earth science |
| nuclear power | space science |
| electric power | science careers |
| water power | vocational education-related environmental education |
| oil | |
| off-shore drilling | |
| relationship between energy production and consumption and America's social/political/economic activity | |
| conservation | |
| preservation | |
| recycling | |
| soil erosion | |
| surroundings | |
| habitat | |
| beautification | |
| reforestation | |
| polution (water, air, noise, traffic, industrial, urban) | |
| man-made pollution | |
| urban studies | |
| history of city growth | |
| urban development | |
| slums | |
| zoning | |
| city planning | |
| urban renewal | |

APPENDIX C: Document 1

Item 1 continued

Environmental Studies

| List of topics that were counted in this content area | List of topics that were not counted in this content area |
|---|---|
| city neighborhood study | |
| population | |
| crowding | |
| housing patterns | |

APPENDIX C: Document 2

Item 2

Community Members at School

| List of topics that were counted in this type of activity | List of topics that were not counted in this type of activity |
|---|---|
| interchange between students/ schools and community members on some issue/problem of community or citizen interest | art goes to school |
| educational experiences focusing on issues of citizen or community interest, structured and presented by community members | community members' presentations on their careers or jobs |
| ecology | basic skills |
| energy | medicine |
| environment | mental health |
| community health | personal health |
| health care system | dental health |
| community poison control | physiology |
| first aid | disease |
| drugs | anatomy |
| multicultural within American society | medical careers/health careers |
| safety (bike, fire, traffic, school bus) | |
| legal rights and responsibilities | |
| law | |
| crime | |
| criminal justice system | |
| city government | |
| government | |
| non-American cultures | |
| specific foreign countries | |
| world affairs | |
| student exchange programs | |
| consumerism | |
| consumer rights | |
| free enterprise | |
| taxes | |
| American economics | |

APPENDIX C: Document 2

Item 2 continued

Community Members at School

| List of topics that were counted in this type of activity | List of topics that were not counted in this type of activity |
|---|---|
| family life | |
| marriage | |
| child abuse | |
| child development | |
| adoption | |

APPENDIX C: Document 3

Item 3

Multicultural Education

| List of topics that were counted in this content area | List of topics that were not counted in this content area |
|---|---|
| contributions of various racial and ethnic groups to American society | international relations |
| Black studies | foreign cultures |
| Afro-American studies | history of western civilization |
| American Indian | world civilization |
| Eskimo | student exchange program abroad |
| Navajo tribe | Africa |
| any Indian tribe native to North America | African culture |
| Oriental studies | Aztecs |
| Asian-Americans | Mayans |
| Chinese in America | Incas |
| Chinatown in community | South American Indian tribes |
| Hispanic | |
| Spanish | |
| Puerto Rican | |
| Cuban | |
| Mexican | |
| Chicano | |
| ethnic holidays | |
| ethnic foods | |
| ethnic customs, rituals | |
| ethnic music | |
| minorities | |
| religious minorities | |
| ethnic minorities | |
| white ethnic minorities | |
| multi-ethnic | |

APPENDIX C: Document 4

Item 4

Citizen related social and/or cognitive skills

| List of topics that were counted in this content area | List of topics that were not counted in this content area |
|---|---|
| inquiry | basic skills |
| research | reading |
| select/organize information | writing |
| collect data | arithmetic |
| read tables/graphs/maps | communication arts |
| interpersonal skills | language arts |
| group process/discussion | science-based skills (e.g., dissection, meal planning) |
| parliamentary procedures | values clarification |
| listening skills | |
| conflict resolution | |
| leadership | |
| handling anger | |
| self control | |
| public speaking | |
| debates | |
| formulate problems | |
| test hypotheses | |
| plan | |
| forecast | |
| set goals | |
| generate alternatives | |
| critical thinking | |
| evaluation of data | |
| analysis | |
| synthesis | |
| assessing | |
| recognize propaganda | |
| consider consequences | |
| evaluate alternative courses of action | |
| interpret information/events/ conditions (make judgments, making inferences, draw conclusions) | |
| decision-making | |
| problem-solving | |
| course selection | |

APPENDIX C: Document 5

Item 5

Law-related Education

| List of topics that were counted in this content area | List of topics that were not counted in this content area |
|---|---|
| exploration of law<br>government<br>politics<br>civics: exploration of formal structure and operations of American government (municipal, state, federal) and formal rights and responsibilities of citizens<br>American history: exploration of past political/economic/social events and people involved in those events<br>law-related: exploration of American legal system, how to use the system, seeking justice through the system<br>problems of democracy: exploration of how formal and informal structures and activities in democratic systems mediate or resolve competing interests, political/economic/social dysfunctions, and changes in social and moral makeup of the population<br>American/U.S. government/political science<br>community history/organization<br>elections<br>voting<br>resolution of social/economic/political issues<br>politics<br>political participation<br>lobbying<br>influencing executive and decisions | political science/foreign country<br>world government<br>world history<br>comparative political systems<br>ideology<br>international politics<br>political theory/philosophy |

APPENDIX C: Document 5

Item 5 continued

Law-related Education

| List of topics that were counted in this content area | Lists of topics that were not counted in this content area |
|---|---|
| organizing to elect candidates | |
| collecting signatures for petitions | |
| judicial rights | |
| constitutional rights | |
| civil rights | |
| legal responsibilities | |
| student rights | |
| juvenile justice | |

APPENDIX C: Document 6

Item 6

Social Action Serving Citizen Interest

| List of topics that were counted in this type of activity | List of topics that were not counted in this type of activity |
|---|---|
| organization/facilitation of groups of students who initiate and carry out studies and activities that serve citizen interests | political action |
| environment/ecology projects | lobbying |
| tree planting | campaigning |
| recycling | career/job-related action |
| collecting tin cans/bottles/ newapapers | peer tutoring |
| surveying community energy use or water pollution in the community | action that serves self-purpose or leads to self-aggrandizement or personal gain |
| community service/action project | |
| visiting elderly | |
| providing day care | |
| planning and carrying out recreation activities with kids | |
| assistance project for special groups (senior citizens, disadvantaged, exceptional children/ adults) | |
| food distribution projects | |
| charity | |
| fund-raising | |
| bike-a-thon | |
| walk-a-thon | |
| walk-a-mile | |
| March of Dimes march | |
| school fair | |
| social/political action for community improvement | |

APPENDIX C: Document 7

Item 7

American Economic System

| List of topics that were counted in this content area | List of topics that were not counted in this content area |
|---|---|
| introduction to principles of American economics | comparative economic systems |
| free enterprise | communism |
| inflation | coins/currency/money |
| banking | career education-related economics |
| law of supply and demand | |
| production/distribution of goods and services | |
| agriculture | |
| manufacturing | |
| industry | |
| consumerism | |
| consumer rights | |
| right to redress for alleged fraud | |
| credit policies | |
| sales practices | |
| labor unions | |
| labor-management relations | |
| government influence on economy | |
| social security | |
| understanding our welfare system | |
| taxes | |
| medicare | |
| medicaid | |
| critical analysis of advertising | |
| influence of ads | |

APPENDIX C: Document 8/9

Items 8 and 9

Family Life Education

| List of topics that were counted in this content area | List of topics that were not counted in this content area |
|---|---|
| compositions and functions of different types of families | home economics |
| responsibilities of different family members | health |
| development of skills necessary to assume a role as a parent | reproduction |
| dating | VD |
| engagement | sex education |
| marriage | sexual behavior |
| sibling relationships | birth control |
| infidelity | planned parenthood |
| divorce | |
| dying | |
| death | |
| parenting | |
| human/child development | |
| home-family problems | |
| family planning, e.g., budget planning, career planning | |
| studies or family life | |
| extended family | |
| single-parent family | |
| family member roles | |
| male-female roles | |

APPENDIX C: Document 10

Item 10

Moral/Ethical/Values Education

| List of topics that were counted in this content area | List of topics that were not counted in this content area |
|---|---|
| exploration of the moral aspects of political, social, and economic activities and the values underlying those activities | only critical thinking |
| exploration of different models for developing and/or analyzing moral positions and values systems | mental health |
| exploration of changes in the roles and stereotypes of American men and women and the political, social, and economic implications of those changes | only decision-making |
| values clarification | |
| values analysis | |
| study of Bible/religion | |
| moral development | |
| respect | |
| caring for others | |
| helping others | |
| equity | |
| justice | |
| impartial treatment | |
| moral issues | |
| cheating | |
| honesty | |

APPENDIX C: Document 11

Item 11

Student Involvement in School Governance

| List of topics that were counted in this type of activity | List of topics that were not counted in this type of activity |
|---|---|
| involvement of students in making decisions that affect all the students in the school, beyond participation in making decisions regarding individual classroom activities or plans | student decisions affecting one class only |
| decisions concerning rules that govern routine ongoing school activities, e.g., personal conduct in the halls and on stairways | decisions regarding single class curriculum plan |
| rules regarding discipline | decisions regarding single class bulletin board |
| playground conduct | decisions regarding single class field trip |
| cafeteria | |
| bus conduct | |
| conduct in study hall or study hall procedures | |
| decisions that concern special events/single time events or extra-curricular activities, e.g., inter-school competitions, school fund-raising events, schoolwide assemblies, school dances, schoolwide field trip | |
| decisions concerning schoolwide dress code | |
| decisions concerning space/facilities utilization, e.g., decisions re: traffic/parking, school/hall bulletin boards | |
| decisions concerning schoolwide curriculum | |

APPENDIX C: Document 12

Item 12

Student Work-Study/Internship/Volunteer Activities in Community Agencies

| List of topics that were counted in this type of activity | List of topics that were not counted in this type of activity |
|---|---|
| organization/facilitation of activities in the community that develop a sense of responsibility toward, involvement in, and impact on the local community | Career education/vocational education |
| educational experiences involving active participation in agencies serving citizen interest, e.g., ecology lab, day center care center, community health office | work-study activity |
| volunteer services in hospitals | student activity in business or commercial organization in community |
| health care center | |
| health care homes for aged or exceptional people | |
| internship/volunteer activities in law-related agencies, e.g., mayor's office, D.A's office, court, police station | |
| activities in social service agencies, e.g., public welfare office, community recreation center | |
| activities in educational agencies, e.g., tutoring, kindergarten aide | |

APPENDIX C: Document 13

Item 13

Formal Tests of Social Skills, Growth Development

| List of topics that were counted in this type of activity | List of topics that were not counted in this type of activity |
|---|---|
| pre-planned, school-administered, structured instrument that measures indices development and may or may not yield a score | achievement tests |
| social development portion of Educational Quality Assessment | IQ tests |
| Kingergarten Social Readiness Test | Metropolitan Achievement Test |
| Mooney Problem Check List | Scholastic Aptitude Test |
| inventory of personal/social aptitudes | California Achievement Test |
| measures of social attitudes | Differential Aptitude Test |
| self-concept measure | Kuhlmann-Anderson Intelligence Test |
| DUSO: development of understanding self and others | Otis-Lennon Mental Ability Test |
| | auditory/perceptual-motor/visual measures |
| | speech tests |
| | mesures of reading attitudes |
| | personality tests |

APPENDIX C: Document 14

Item 14

International Relations and/or Global Perspectives Education

| List of topics that were counted in this content area | List of topics that were not counted in this content area |
|---|---|
| implications of any single event or act for human conditions beyond U.S. boundaries | American history |
| interdependence of all cultures and societies | American civics |
| American foreign policy | American culture |
| study of specifically named foreign country(ies), foreign cultures, cities in other countries | U.S. geography |
| world cultures | multiethnic within the U.S. (e.g., Polish-American) |
| world trade | historical geography in America |
| world affairs | |
| world history | |
| model U.N. | |
| interdependence issues | |
| world civilization | |
| international relations | |
| international affairs | |
| current events on international topics | |
| international news topics | |
| historical geography/foreign country | |
| problems of developing countires, e.g., hunger, population, technology, agriculture | |
| international cultural exchange (e.g., student exchange, band competition) | |

APPENDIX C: Document 15

Item 15

Critical Analysis of Mass Media

| List of topics that were counted in this type of activity | List of topics that were not counted in this type of activity |
|---|---|
| assignments that ask students to critically analyze local and national mass media | media alone |
| assignments that seek to develop awareness of media techniques that are used to influence thought and behavior | hardware |
| environmental issues | technology |
| nuclear energy | |
| social issues | |
| busing | |
| abortion | |
| social security | |
| gun control | |
| prison reform | |
| capital punishment | |
| crime rate | |
| multi-ethnic issues | |
| evaluating effects of media on thinking/behavior | |
| law | |
| government-related issues | |
| elections | |
| constitution | |
| courts | |
| legislation | |
| judicial/constitutional rights and responsibilities | |
| political participation | |
| Bill of Rights | |
| global/foreign affairs | |
| Panama Canal | |
| economic issues | |
| job opportunities | |
| supply and demand | |
| advertising | |
| analyze/evaluate mass media | |

APPENDIX C: Document 16

Item 16

In-Service Education on Students' Social Development

| List of topics that were counted in this type of activity | List of topics that were not counted in this type of activity |
|---|---|
| in service workshops, conferences, training sessions on the effects of interaction between teachers and students and between administrators and students on students' social development | in-service training for academic subjects |
| social development | |
| classroom management | |
| classromm student discipline | |
| child abuse | |
| communications | |
| interactions | |

## APPENDIX D

Memorandum from New Jersey Department of Education

State of New Jersey
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
P.O. BOX 2019
TRENTON, NEW JERSEY 08625

DIVISION OF RESEARCH, PLANNING AND EVALUATION

April 5, 1978

M E M O R A N D U M

TO: Dr. Suzanne Root

FROM: Frank Falconieri

SUBJECT: Survey Material

In our telephone conversation of April 5, 1978, we discussed the memo and survey material which you sent to us.

Considering your positive response to our suggestions on format, please move ahead with initiation procedures, and keep me informed.

APPENDIX E

Certificate of Approval

Research for Better Schools, Inc.

Institutional Review Board

APPENDIX E

RESEARCH FOR BETTER SCHOOLS, INCORPORATED [illegible] PHILADELPHIA, PA. [illegible]

CERTIFICATE OF APPROVAL

INSTITUTIONAL REVIEW BOARD

OF

RESEARCH FOR BETTER SCHOOLS, INC.

As members of the Institutional Review Board for the Protection of Human Subjects, we reviewed and approved the Tri-State Citizen Education Survey. This certificate is signed in accordance with the July 25, 1975 Institutional Assurance approved by the Department of Health, Education and Welfare.

Dr. Helmstadter

Sylvester L. Bebt

Henry M. Brickell

Member(s) of the Review Board

4/24/79

Date

This survey was approved during an April 17th conference call with review board members.

# A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS IN ELEMENTARY, MIDDLE/JUNIOR HIGH, AND SENIOR HIGH SCHOOLS IN NEW JERSEY

FINAL REPORT

VOLUME 2: TABLES

Submitted to

National Institute of Education

by

Research for Better Schools, Inc.
Suite 1700/1700 Market Street
Philadelphia, Pennsylvania 19103

July 31, 1978

200

JUN 2 1980

TABLE OF CONTENTS


| | Page |
|---|---|
| Demographic Tables | 1 |
| Item 1 - Environmental Studies | 5 |
| Item 2 - Community Members at School | 12 |
| Item 3 - Multicultural Education | 19 |
| Item 4 - Citizen-Related Social and/or Cognitive Skills | 26 |
| Item 5 - Law-Related Education | 33 |
| Item 6 - Social Action | 40 |
| Item 7 - Economics Education | 47 |
| Item 8 - Family Life Education | 54 |
| Item 9 - Family Life Education for Parents | 61 |
| Item 10 - Moral/Ethical/Values Education | 68 |
| Item 11 - Student Involvement in School Governance | 75 |
| Item 12 - Student Activities in the Community | 82 |
| Item 13 - Measures of Social Development | 89 |
| Item 14 - Global Education | 96 |
| Item 15 - Analysis of the Mass Media | 103 |
| Item 16 - In-Service on Students' Social Development | 110 |

# DEMOGRAPHIC TABLES

TABLE A.1

NUMBER OF SCHOOLS RESPONDING
BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 49 | 10 | 1 | 60 |
| 501 - 750 | 15 | 17 | 7 | 39 |
| 751 - 1000 | 5 | 25 | 12 | 42 |
| 1001 - 1500 | 2 | 9 | 20 | 31 |
| Over 1500 | 1 | 2 | 24 | 27 |
| Data not available | 2 | 1 | 0 | 3 |
| Total | 74 | 64 | 64 | 202 |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

TABLE A.2

NUMBER OF SCHOOLS RESPONDING
BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 18 | 9 | 12 | 39 |
| Suburban | 38 | 45 | 33 | 116 |
| Rural | 3 | 4 | 9 | 16 |
| Combination | 13 | 4 | 10 | 27 |
| Data not available | 2 | 2 | 0 | 4 |
| Total | 74 | 64 | 64 | 202 |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

TABLE A.3

NUMBER OF RESPONDENTS BY SCHOOL LEVEL AND PROFESSIONAL POSITION

| Professional position | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Principal | 64 | 53 | 42 | 159 |
| Assistant principal | 3 | 6 | 10 | 19 |
| Teacher | 0 | 0 | 0 | 0 |
| Guidance counselor | 0 | 0 | 3 | 3 |
| Chairperson, social studies department | 0 | 0 | 5 | 5 |
| Other | 3 | 3 | 4 | 10 |
| Data not available | 4 | 2 | 0 | 6 |
| Total | 74 | 64 | 64 | 202 |

BEST COPY AVAILABLE

ITEM 1

ENVIRONMENTAL STUDIES

**ENVIRONMENTAL STUDIES**

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 1a and item 1b.*

YES *Go on to both items 1a and 1b.* NO *Go on to item 1b.*

1a.

| Name the course(s), seminar(s) unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

1b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

TABLE 1.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 47.3 | 37.5 | 20.3 | 35.6 |
| One | 32.4 | 32.8 | 31.3 | 32.2 |
| Two | 9.5 | 14.1 | 25.0 | 15.8 |
| Three | 5.4 | 14.1 | 20.3 | 12.9 |
| Four | 4.1 | 0.0 | 1.6 | 2.0 |
| Five | 1.4 | 1.6 | 1.6 | 1.5 |
| Six | 0.0 | 0.0 | 0.0 | 0.0 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.91 | 1.11 | 1.56 | 1.18 |
| Standard error of the mean..... | 0.13 | 0.14 | 0.15 | 0.08 |

[a]For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 1.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 53.1 | 50.0 | 100.0 | 53.3 |
| 501 - 750 | 60.0 | 82.4 | 71.4 | 71.8 |
| 751 - 1000 | 40.0 | 64.0 | 66.7 | 61.9 |
| 1001 - 1500 | 0.0 | 55.6 | 80.0 | 67.7 |
| Over 1500 | 100.0 | 0.0 | 87.5 | 81.5 |
| All enrollments.... | 52.8 | 63.5 | 79.7 | 64.8 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | no | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 1.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 55.6 | 33.3 | 66.7 | 53.8 |
| Suburban | 52.6 | 71.1 | 78.8 | 67.2 |
| Rural | 33.3 | 75.0 | 77.8 | 68.8 |
| Combination | 53.8 | 50.0 | 100.0 | 70.4 |
| All regions..... | 52.8 | 64.5 | 79.7 | 65.2 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 1.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 21.6 | 18.8 | 22.0 | 20.8 |
| Interested | 43.2 | 46.9 | 45.8 | 45.2 |
| Somewhat interested | 32.4 | 25.0 | 25.4 | 27.9 |
| Not interested | 2.7 | 9.4 | 6.8 | 6.1 |
| Number of schools responding..... | 74 | 64 | 59 | 197 |
| Mean degree of interest[a]..... | 2.84 | 2.75 | 2.83 | 2.81 |
| Standard error of the mean..... | 0.09 | 0.11 | 0.11 | 0.06 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 1.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.79 | 2.60 | 4.00 | 2.78 |
| 501 - 750 | 3.06 | 2.76 | 2.71 | 2.87 |
| 751 - 1000 | 2.60 | 2.68 | 2.70 | 2.68 |
| 1001 - 1500 | 2.50 | 3.00 | 2.84 | 2.87 |
| Over 1500 | 4.00 | 3.00 | 2.86 | 2.92 |
| All enrollments..... | 2.85 | 2.74 | 2.83 | 2.81 |
| Number of schools responding..... | 72 | 63 | 59 | 194 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 1.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.83 | 2.56 | 3.18 | 2.86 |
| Suburban | 2.84 | 2.73 | 2.62 | 2.74 |
| Rural | 2.33 | 3.25 | 2.67 | 2.75 |
| Combination | 3.00 | 2.50 | 3.20 | 3.00 |
| All regions..... | 2.85 | 2.72 | 2.83 | 2.80 |
| Number of schools responding..... | 72 | 62 | 59 | 193 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

| | |
|---|---|
| Very interested | = 4 |
| Interested | = 3 |
| Somewhat interested | = 2 |
| Not interested | = 1 |

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

ITEM 2

COMMUNITY MEMBERS AT SCHOOL

**COMMUNITY MEMBERS COME TO SCHOOL**

2. In curricular or extracurricular programs, does your school currently invite COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 2a and item 2b.*

YES *Go on to both items 2a and 2b.* NO *Go on to item 2b.*

2a.

| What community members have come to school this year? | What topics have community members presented? | How often have community members come to school this year? | In what grade(s) are the students? | Roughly what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

2b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

TABLE 2.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 8.1 | 34.4 | 14.1 | 18.3 |
| One | 17.6 | 18.8 | 20.3 | 18.8 |
| Two | 25.7 | 15.6 | 14.1 | 18.8 |
| Three | 27.0 | 17.2 | 15.6 | 20.3 |
| Four | 17.6 | 9.4 | 6.3 | 11.4 |
| Five | 2.7 | 3.1 | 9.4 | 5.0 |
| Six | 1.4 | 1.6 | 4.7 | 2.5 |
| Seven | 0.0 | 0.0 | 4.7 | 1.5 |
| Eight | 0.0 | 0.0 | 1.6 | 0.5 |
| Nine or more | 0.0 | 0.0 | 9.4 | 3.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 2.42 | 1.64 | 3.25 | 2.44 |
| Standard error of the mean..... | 0.15 | 0.20 | 0.35 | 0.14 |

[a]For this item, the number of activities was the number of community members who came to school during the year to speak or work with students on topics related to citizen education.

TABLE 2.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 93.9 | 50.0 | 100.0 | 86.7 |
| 501 - 750 | 93.3 | 88.2 | 100.0 | 92.3 |
| 751 - 1000 | 100.0 | 52.0 | 75.0 | 64.3 |
| 1001 - 1500 | 100.0 | 77.8 | 90.0 | 87.1 |
| Over 1500 | 0.0 | 100.0 | 83.3 | 77.8 |
| All enrollments.... | 93.1 | 65.1 | 85.9 | 81.9 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | no | no |

[a]Enrollment is expressed as the number of students and is based on the self report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 2.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 94.4 | 66.7 | 83.3 | 84.6 |
| Suburban | 94.7 | 68.9 | 87.9 | 82.8 |
| Rural | 66.7 | 75.0 | 88.9 | 81.3 |
| Combination | 100.0 | 25.0 | 80.0 | 81.5 |
| All regions..... | 94.4 | 66.1 | 85.9 | 82.8 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 2.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 37.8 | 32.3 | 47.5 | 39.0 |
| Interested | 40.5 | 50.0 | 35.6 | 42.1 |
| Somewhat interested | 16.2 | 16.1 | 11.9 | 14.9 |
| Not interested | 5.4 | 1.6 | 5.1 | 4.1 |
| Number of schools responding..... | 74 | 62 | 59 | 195 |
| Mean degree of interest[a]..... | 3.11 | 3.13 | 3.25 | 3.16 |
| Standard error of the mean..... | 0.10 | 0.09 | 0.11 | 0.06 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 2.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.96 | 2.90 | 4.00 | 2.97 |
| 501 - 750 | 3.40 | 3.17 | 3.14 | 3.23 |
| 751 - 1000 | 3.40 | 3.12 | 3.50 | 3.29 |
| 1001 - 1500 | 3.50 | 3.33 | 3.11 | 3.20 |
| Over 1500 | 4.00 | 3.00 | 3.27 | 3.28 |
| All enrollments..... | 3.11 | 3.13 | 3.25 | 3.16 |
| Number of schools responding..... | 72 | 61 | 59 | 192 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 2.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 3.33 | 3.11 | 3.55 | 3.34 |
| Suburban | 2.97 | 3.09 | 2.93 | 3.01 |
| Rural | 3.33 | 3.33 | 3.56 | 3.47 |
| Combination | 3.23 | 3.25 | 3.67 | 3.38 |
| All regions..... | 3.13 | 3.12 | 3.25 | 3.16 |
| Number of schools responding..... | 72 | 60 | 59 | 191 |
| Analysis of variance significance[c]..... | no | no | yes | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

## ITEM 3

## MULTICULTURAL EDUCATION

### CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY

3. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, projects, seminars, units, etc., especially devoted to the study of the CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 3a and item 3b.*

**YES** *Go on to both items 3a and 3b.* **NO** *Go on to item 3b.*

3a.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

3b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

TABLE 3.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 56.8 | 54.7 | 31.3 | 48.0 |
| One | 25.7 | 34.4 | 28.1 | 29.2 |
| Two | 12.2 | 4.7 | 20.3 | 12.4 |
| Three | 4.1 | 6.3 | 12.5 | 7.4 |
| Four | 1.4 | 0.0 | 3.1 | 1.5 |
| Five | 0.0 | 0.0 | 4.7 | 1.5 |
| Six | 0.0 | 0.0 | 0.0 | 0.0 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.68 | 0.63 | 1.42 | 0.90 |
| Standard error of the mean..... | 0.11 | 0.11 | 0.17 | 0.08 |

[a]For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 3.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 46.9 | 30.0 | 100.0 | 45.0 |
| 501 - 750 | 53.3 | 47.1 | 42.9 | 48.7 |
| 751 - 1000 | 20.0 | 56.0 | 50.0 | 50.0 |
| 1001 - 1500 | 0.0 | 44.4 | 70.0 | 58.1 |
| Over 1500 | 0.0 | 0.0 | 83.3 | 74.1 |
| All enrollments.... | 44.4 | 46.0 | 68.8 | 52.8 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | yes | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 3.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 55.6 | 66.7 | 66.7 | 61.5 |
| Suburban | 39.5 | 42.2 | 63.6 | 47.4 |
| Rural | 33.3 | 50.0 | 88.9 | 68.8 |
| Combination | 46.2 | 50.0 | 70.0 | 55.6 |
| All regions..... | 44.4 | 46.8 | 68.8 | 53.0 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 3.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 24.3 | 14.3 | 34.5 | 23.9 |
| Interested | 45.7 | 47.6 | 36.4 | 43.6 |
| Somewhat interested | 25.7 | 28.6 | 18.2 | 24.5 |
| Not interested | 4.3 | 9.5 | 10.9 | 8.0 |
| Number of schools responding..... | 70 | 63 | 55 | 188 |
| Mean degree of interest[a]..... | 2.90 | 2.67 | 2.95 | 2.84 |
| Standard error of the mean..... | 0.10 | 0.11 | 0.13 | 0.06 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 3.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.86 | 2.40 | 4.00 | 2.78 |
| 501 - 750 | 3.06 | 2.69 | 3.00 | 2.89 |
| 751 - 1000 | 2.75 | 2.64 | 2.80 | 2.69 |
| 1001 - 1500 | 3.00 | 3.11 | 2.89 | 2.97 |
| Over 1500 | 4.00 | 2.50 | 3.00 | 3.00 |
| All enrollments..... | 2.90 | 2.68 | 2.95 | 2.84 |
| Number of schools responding..... | 70 | 62 | 55 | 187 |
| Analysis of variance significance[c]..... | nc | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 3.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 3.12 | 2.78 | 3.18 | 3.05 |
| Suburban | 2.72 | 2.64 | 2.80 | 2.70 |
| Rural | 2.67 | 3.00 | 2.78 | 2.81 |
| Combination | 3.23 | 2.75 | 3.20 | 3.15 |
| All regions..... | 2.91 | 2.69 | 2.95 | 2.85 |
| Number of schools responding..... | 69 | 61 | 55 | 185 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

| | |
|---|---|
| Very interested | = 4 |
| Interested | = 3 |
| Somewhat interested | = 2 |
| Not interested | = 1 |

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

## ITEM 4

## CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS

### CITIZEN-RELATED PROCESS SKILLS

4 In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study and development of CITIZEN RELATED PROCESS SKILLS, e.g., a course on leadership, a unit on critical thinking, student debates on current issues, a set of exercises on planning or inquiry skills? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 4a and item 4b.*

**YES** *Go on to both items 4a and 4b.* **NO** *Go on to item 4b.*

4a.

| Name the course(s), unit(s), etc., the school has conducted this year | What skills have the course(s), unit(s), etc., helped students develop? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

4b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

TABLE 4.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 78.4 | 60.9 | 50.0 | 63.9 |
| One | 18.9 | 28.1 | 26.6 | 24.3 |
| Two | 2.7 | 6.3 | 9.4 | 5.9 |
| Three | 0.0 | 3.1 | 6.3 | 3.0 |
| Four | 0.0 | 1.6 | 6.3 | 2.5 |
| Five | 0.0 | 0.0 | 1.6 | 0.5 |
| Six | 0.0 | 0.0 | 0.0 | 0.0 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.24 | 0.56 | 0.97 | 0.57 |
| Standard error of the mean..... | 0.06 | 0.11 | 0.16 | 0.07 |

[a]For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 4.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 22.4 | 30.0 | 100.0 | 25.0 |
| 501 - 750 | 20.0 | 57.1 | 57.1 | 38.5 |
| 751 - 1000 | 20.0 | 44.0 | 25.0 | 35.7 |
| 1001 - 1500 | 0.0 | 33.3 | 50.0 | 41.9 |
| Over 1500 | 0.0 | 0.0 | 58.3 | 51.9 |
| All enrollments.... | 20.8 | 39.7 | 50.0 | 36.2 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | no | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 4.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 5.6 | 22.2 | 33.3 | 17.9 |
| Suburban | 31.6 | 44.4 | 54.5 | 43.1 |
| Rural | 33.3 | 50.0 | 44.4 | 43.8 |
| Combination | 15.4 | 25.0 | 60.0 | 33.3 |
| All regions..... | 22.2 | 40.3 | 50.0 | 36.9 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | yes |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 4.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 19.7 | 14.3 | 38.6 | 23.6 |
| Interested | 45.1 | 44.4 | 33.3 | 41.4 |
| Somewhat interested | 22.5 | 28.6 | 19.3 | 23.6 |
| Not interested | 12.7 | 12.7 | 8.8 | 11.5 |
| Number of schools responding..... | 71 | 63 | 57 | 191 |
| Mean degree of interest[a]..... | 2.72 | 2.60 | 3.02 | 2.77 |
| Standard error of the mean..... | 0.11 | 0.11 | 0.13 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 4.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.66 | 2.20 | 4.00 | 2.60 |
| 501 - 750 | 2.53 | 2.76 | 2.71 | 2.67 |
| 751 - 1000 | 3.40 | 2.58 | 3.20 | 2.85 |
| 1001 - 1500 | 2.50 | 3.00 | 3.00 | 2.96 |
| Over 1500 | 4.00 | 2.00 | 3.00 | 2.96 |
| All enrollments..... | 2.70 | 2.61 | 3.02 | 2.77 |
| Number of schools responding..... | 70 | 62 | 57 | 189 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 4.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.78 | 2.67 | 3.18 | 2.87 |
| Suburban | 2.53 | 2.61 | 2.74 | 2.62 |
| Rural | 2.33 | 3.00 | 3.44 | 3.13 |
| Combination | 3.15 | 2.25 | 3.20 | 3.04 |
| All regions..... | 2.70 | 2.62 | 3.02 | 2.77 |
| Number of schools responding..... | 70 | 61 | 57 | 188 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

ITEM 5

LAW-RELATED EDUCATION

**INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY**

5. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY, e.g., a course on civics, a unit on problems of democracy, a project on community history, etc., beyond requirements established by the state? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 5a and item 5b.*

**YES** *Go on to both items 5a and 5b.* **NO** *Go on to item 5b.*

5a.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

5b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

TABLE 5.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 58.1 | 53.1 | 25.0 | 46.0 |
| One | 32.4 | 37.1 | 23.4 | 30.7 |
| Two | 8.1 | 10.9 | 17.2 | 11.9 |
| Three | 1.4 | 0.0 | 15.6 | 5.4 |
| Four | 0.0 | 0.0 | 6.3 | 2.0 |
| Five | 0.0 | 0.0 | 9.4 | 3.0 |
| Six | 0.0 | 0.0 | 3.1 | 1.0 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.53 | 0.58 | 1.95 | 0.99 |
| Standard error of the mean..... | 0.08 | 0.09 | 0.22 | 0.09 |

[a]For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 5.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 49.0 | 20.0 | 100.0 | 45.0 |
| 501 - 750 | 33.3 | 41.2 | 85.7 | 46.2 |
| 751 - 1000 | 20.0 | 60.0 | 58.3 | 54.8 |
| 1001 - 1500 | 0.0 | 44.4 | 75.0 | 61.3 |
| Over 1500 | 0.0 | 50.0 | 79.2 | 74.1 |
| All enrollments.... | 41.7 | 46.0 | 75.0 | 53.8 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | yes | no | no | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 5.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 27.8 | 33.3 | 75.0 | 43.6 |
| Suburban | 42.1 | 48.9 | 78.8 | 55.2 |
| Rural | 33.3 | 50.0 | 66.7 | 56.3 |
| Combination | 69.2 | 25.0 | 70.0 | 63.0 |
| All regions..... | 43.1 | 45.2 | 75.0 | 54.0 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 5.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 16.7 | 23.0 | 37.7 | 24.7 |
| Interested | 51.4 | 41.0 | 41.5 | 45.2 |
| Somewhat interested | 23.6 | 21.3 | 11.3 | 19.4 |
| Not interested | 8.3 | 14.8 | 9.4 | 10.8 |
| Number of schools interested..... | 72 | 61 | 53 | 186 |
| Mean degree of interest[a]..... | 2.76 | 2.72 | 3.08 | 2.84 |
| Standard error of the mean..... | 0.10 | 0.13 | 0.13 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 5.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.68 | 2.30 | 3.00 | 2.62 |
| 501 - 750 | 2.93 | 2.75 | 2.40 | 2.77 |
| 751 - 1000 | 3.00 | 2.87 | 3.60 | 3.08 |
| 1001 - 1500 | 2.50 | 3.00 | 3.00 | 2.96 |
| Over 1500 | 3.00 | 2.00 | 3.05 | 2.96 |
| All enrollments..... | 2.76 | 2.73 | 3.08 | 2.84 |
| Number of schools responding..... | 70 | 60 | 53 | 183 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 5.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.83 | 2.67 | 3.22 | 2.89 |
| Suburban | 2.61 | 2.79 | 2.96 | 2.77 |
| Rural | 2.33 | 3.00 | 3.00 | 2.88 |
| Combination | 3.23 | 2.00 | 3.38 | 3.13 |
| All regions..... | 2.77 | 2.75 | 3.08 | 2.85 |
| Number of schools responding..... | 70 | 59 | 53 | 182 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

# ITEM 6

## SOCIAL ACTION

### SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS

6. In curricular or extracurricular programs, does your school currently organize or facilitate SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS, e.g., students survey community members on the use of energy resources at home, students plant trees in the community, students lobby at city hall on current issues, students establish a consumer complaint center and attempt to find redress for victims of alleged fraud? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 6a and item 6b.*

YES *Go on to both items 6a and 6b.* NO *Go on to item 6b.*

6a.

| What studies or activities have pupils carried out this year? | How often have pupils carried out a study or activity this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

6b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

TABLE 6.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 71.6 | 65.6 | 46.9 | 61.9 |
| One | 14.9 | 20.3 | 26.6 | 20.3 |
| Two | 6.8 | 3.1 | 12.5 | 7.4 |
| Three | 2.7 | 6.3 | 4.7 | 4.5 |
| Four | 2.7 | 1.6 | 4.7 | 3.0 |
| Five | 1.4 | 1.6 | 0.0 | 1.0 |
| Six | 0.0 | 1.6 | 3.1 | 1.5 |
| Seven | 0.0 | 0.0 | 1.6 | 0.5 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.54 | 0.69 | 1.14 | 0.78 |
| Standard error of the mean..... | 0.14 | 0.15 | 0.20 | 0.09 |

[a]For this item, the number of activities was the number of studies or activities which pupils carried out this year.

TABLE 6.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 28.6 | 30.0 | 100.0 | 30.0 |
| 501 - 750 | 40.0 | 47.1 | 42.9 | 43.6 |
| 751 - 1000 | 20.0 | 24.0 | 41.7 | 28.6 |
| 1001 - 1500 | 0.0 | 44.4 | 55.0 | 48.4 |
| Over 1500 | 0.0 | 50.0 | 58.3 | 55.6 |
| All enrollments.... | 29.2 | 34.9 | 53.1 | 38.7 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | no | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 6.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 33.3 | 33.3 | 50.0 | 38.5 |
| Suburban | 26.3 | 33.3 | 42.4 | 33.6 |
| Rural | 33.3 | 75.0 | 66.7 | 62.5 |
| Combination | 23.1 | 0.0 | 80.0 | 40.7 |
| All regions..... | 27.8 | 33.9 | 53.1 | 37.9 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 6.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 7.4 | 12.7 | 24.1 | 14.1 |
| Interested | 29.4 | 30.2 | 35.2 | 31.4 |
| Somewhat interested | 45.6 | 38.1 | 27.8 | 37.8 |
| Not interested | 17.6 | 19.0 | 13.0 | 16.8 |
| Number of schools responding..... | 68 | 63 | 54 | 185 |
| Mean degree of interest[a]..... | 2.26 | 2.36 | 2.70 | 2.43 |
| Standard error of the mean..... | 0.10 | 0.12 | 0.13 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 6.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.18 | 2.40 | 4.00 | 2.25 |
| 501 - 750 | 2.20 | 2.25 | 2.17 | 2.22 |
| 751 - 1000 | 3.00 | 2.28 | 2.40 | 2.40 |
| 1001 - 1500 | 2.50 | 2.67 | 2.59 | 2.61 |
| Over 1500 | 3.00 | 3.00 | 3.05 | 3.04 |
| All enrollments..... | 2.27 | 2.37 | 2.70 | 2.43 |
| Number of schools responding..... | 67 | 62 | 54 | 183 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 6.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.55 | 2.38 | 3.00 | 2.65 |
| Suburban | 1.94 | 2.33 | 2.36 | 2.22 |
| Rural | 2.67 | 2.25 | 3.00 | 2.73 |
| Combination | 2.62 | 2.50 | 3.00 | 2.74 |
| All regions..... | 2.27 | 2.34 | 2.70 | 2.43 |
| Number of schools responding..... | 66 | 61 | 54 | 181 |
| Analysis of variance significance[c]..... | yes | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

ITEM 7

ECONOMICS EDUCATION

**AMERICAN ECONOMIC SYSTEM**

7. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of the AMERICAN ECONOMIC SYSTEM, e.g., free enterprise, consumers' rights, law of supply and demand, influence of advertising on consumer purchasing, budgeting, credit, labor-management relations, banking, taxation, etc.? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 7a and item 7b.*

**YES** *Go on to both items 7a and 7b.* **NO** *Go on to item 7b.*

7a.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

7b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

TABLE 7.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 59.5 | 45.3 | 5.2 | 38.1 |
| One | 25.7 | 35.9 | 35.9 | 32.2 |
| Two | 9.5 | 10.9 | 10.9 | 10.4 |
| Three | 5.4 | 4.7 | 25.0 | 11.4 |
| Four | 0.0 | 1.6 | 10.9 | 4.0 |
| Five | 0.0 | 1.6 | 7.8 | 3.0 |
| Six | 0.0 | 0.0 | 1.6 | 0.5 |
| Seven | 0.0 | 0.0 | 1.6 | 0.5 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.61 | 0.86 | 2.36 | 1.24 |
| Standard error of the mean..... | 0.10 | 0.13 | 0.20 | 0.10 |

[a]For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 7.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 44.9 | 40.0 | 100.0 | 45.0 |
| 501 - 750 | 33.3 | 64.7 | 100.0 | 59.0 |
| 751 - 1000 | 20.0 | 52.0 | 83.3 | 57.1 |
| 1001 - 1500 | 50.0 | 55.6 | 100.0 | 83.9 |
| Over 1500 | 0.0 | 100.0 | 91.7 | 88.9 |
| All enrollments.... | 40.3 | 55.6 | 93.8 | 62.3 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | no | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 7.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 27.8 | 22.2 | 91.7 | 46.2 |
| Suburban | 42.1 | 60.0 | 93.9 | 63.8 |
| Rural | 100.0 | 75.0 | 88.9 | 87.5 |
| Combination | 46.2 | 50.0 | 100.0 | 66.7 |
| All regions..... | 41.7 | 54.8 | 93.8 | 62.6 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | yes |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 7.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 14.1 | 13.8 | 27.3 | 17.9 |
| Interested | 36.6 | 37.9 | 47.3 | 40.2 |
| Somewhat interested | 32.4 | 32.8 | 18.2 | 28.3 |
| Not interested | 16.9 | 15.5 | 7.3 | 13.6 |
| Number of schools responding..... | 71 | 58 | 55 | 184 |
| Mean degree of interest[a]..... | 2.48 | 2.50 | 2.95 | 2.63 |
| Standard error of the mean..... | 0.11 | 0.12 | 0.12 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 7.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.37 | 2.20 | 4.00 | 2.37 |
| 501 - 750 | 2.67 | 2.44 | 2.50 | 2.54 |
| 751 - 1000 | 2.60 | 2.71 | 3.10 | 2.81 |
| 1001 - 1500 | 3.00 | 2.33 | 2.84 | 2.70 |
| Over 1500 | 3.00 | 3.00 | 3.05 | 3.04 |
| All enrollments..... | 2.48 | 2.50 | 2.95 | 2.63 |
| Number of schools responding..... | 69 | 58 | 55 | 182 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 7.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.72 | 2.57 | 3.13 | 2.79 |
| Suburban | 2.23 | 2.44 | 2.82 | 2.47 |
| Rural | 2.67 | 2.50 | 3.22 | 2.94 |
| Combination | 2.92 | 2.67 | 2.90 | 2.88 |
| All regions..... | 2.51 | 2.47 | 2.95 | 2.63 |
| Number of schools responding..... | 69 | 57 | 55 | 181 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

ITEM 8

FAMILY LIFE EDUCATION

**FAMILY LIFE AND/OR PARENTING**

8 In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., for students especially devoted to the study of FAMILY LIFE AND/OR PARENTING? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 8a and item 8b.*

**YES** *Go on to both items 8a and 8b.* **NO** *Go on to item 8b.*

8a.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

8b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

TABLE 8.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 64.9 | 67.2 | 18.8 | 51.0 |
| One | 29.7 | 28.1 | 32.8 | 30.2 |
| Two | 4.1 | 3.1 | 29.7 | 11.9 |
| Three | 1.4 | 1.6 | 14.1 | 5.4 |
| Four | 0.0 | 0.0 | 0.0 | 0.0 |
| Five | 0.0 | 0.0 | 3.1 | 1.0 |
| Six | 0.0 | 0.0 | 1.6 | 0.5 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.42 | 0.39 | 1.59 | 0.78 |
| Standard error of the mean..... | 0.07 | 0.07 | 0.16 | 0.07 |

[a]For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 8.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 34.7 | 20.0 | 100.0 | 33.3 |
| 501 - 750 | 40.0 | 41.2 | 57.1 | 43.6 |
| 751 - 1000 | 40.0 | 20.0 | 91.7 | 42.9 |
| 1001 - 1500 | 0.0 | 66.7 | 80.0 | 71.0 |
| Over 1500 | 100.0 | 0.0 | 83.3 | 81.5 |
| All enrollments.... | 36.1 | 33.3 | 81.3 | 49.7 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | no | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 8.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 38.9 | 44.4 | 75.0 | 51.3 |
| Suburban | 26.3 | 31.1 | 75.8 | 42.2 |
| Rural | 33.3 | 0.0 | 88.9 | 56.3 |
| Combination | 53.8 | 50.0 | 100.0 | 70.4 |
| All regions..... | 34.7 | 32.3 | 81.3 | 49.0 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | yes |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 8.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 28.6 | 6.9 | 25.9 | 20.9 |
| Interested | 18.6 | 31.0 | 38.9 | 28.6 |
| Somewhat interested | 42.9 | 27.6 | 22.2 | 31.9 |
| Not interested | 10.0 | 34.5 | 13.0 | 18.7 |
| Number of schools responding..... | 70 | 58 | 54 | 184 |
| Mean degree of interest[a]..... | 2.66 | 2.10 | 2.78 | 2.52 |
| Standard error of the mean..... | 0.12 | 0.13 | 0.13 | 0.08 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 8.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.59 | 1.67 | 4.00 | 2.46 |
| 501 - 750 | 2.67 | 2.00 | 2.60 | 2.37 |
| 751 - 1000 | 3.00 | 2.14 | 3.00 | 2.49 |
| 1001 - 1500 | 3.50 | 2.44 | 2.53 | 2.57 |
| Over 1500 | 3.00 | 2.50 | 2.86 | 2.83 |
| All enrollments..... | 2.67 | 2.09 | 2.78 | 2.51 |
| Number of schools responding..... | 69 | 57 | 54 | 180 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 8.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.94 | 2.50 | 3.00 | 2.86 |
| Suburban | 2.26 | 1.98 | 2.54 | 2.22 |
| Rural | 4.00 | 2.00 | 2.89 | 2.88 |
| Combination | 2.92 | 2.33 | 3.25 | 2.96 |
| All regions..... | 2.65 | 2.07 | 2.78 | 2.51 |
| Number of schools responding..... | 68 | 56 | 54 | 183 |
| Analysis of variance significance[c]..... | yes | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

ITEM 9

FAMILY LIFE EDUCATION FOR PARENTS

**FAMILY LIFE AND/OR PARENTING FOR PARENTS**

9 Does your school currently conduct any courses, seminars, workshops, etc., for parents especially devoted to the study of FAMILY LIFE AND/OR PARENTING? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 9a and item 9b.*

**YES** *Go on to both items 9a and 9b.* **NO** *Go on to item 9b.*

9a.

| Name the course(s), seminar(s), etc., the school has conducted this year. | What topics have parents studied this year? | How often has the school conducted the course(s), seminar(s), etc., this year? | In what grade(s) are the children of the parents who participated? | Roughly, what p[illegible] of parents within each grade participated? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

9b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

TABLE 9.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 68.9 | 89.1 | 82.8 | 79.7 |
| One | 20.3 | 9.4 | 12.5 | 14.4 |
| Two | 8.1 | 0.0 | 1.6 | 3.5 |
| Three | 2.7 | 1.6 | 1.6 | 2.0 |
| Four | 0.0 | 0.0 | 1.6 | 0.5 |
| Five | 0.0 | 0.0 | 0.0 | 0.0 |
| Six | 0.0 | 0.0 | 0.0 | 0.0 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.45 | 0.14 | 0.27 | 0.29 |
| Standard error of the mean..... | 0.09 | 0.07 | 0.09 | 0.05 |

[a]For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 9.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 26.5 | 0.0 | 0.0 | 21.7 |
| 501 - 750 | 46.7 | 17.6 | 28.6 | 30.8 |
| 751 - 1000 | 20.0 | 4.0 | 8.3 | 7.1 |
| 1001 - 1500 | 0.0 | 33.3 | 15.0 | 19.4 |
| Over 1500 | 100.0 | 0.0 | 20.8 | 22.2 |
| All enrollments.... | 31.6 | 11.1 | 17.2 | 20.1 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | no | no |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 9.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 33.3 | 11.1 | 0.0 | 17.9 |
| Suburban | 31.6 | 11.1 | 15.2 | 19.0 |
| Rural | 0.0 | 25.0 | 22.2 | 18.8 |
| Combination | 38.5 | 0.0 | 40.0 | 33.3 |
| All regions..... | 31.9 | 11.3 | 17.2 | 20.7 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 9.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 11.4 | 9.8 | 13.7 | 11.5 |
| Interested | 34.3 | 16.4 | 29.4 | 26.9 |
| Somewhat interested | 34.3 | 26.2 | 19.6 | 27.5 |
| Not interested | 20.0 | 47.5 | 37.3 | 34.1 |
| Number of schools responding..... | 70 | 61 | 51 | 182 |
| Mean degree of interest[a]..... | 2.37 | 1.89 | 2.20 | 2.16 |
| Standard error of the mean..... | 0.11 | 0.13 | 0.15 | 0.08 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 9.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.24 | 1.78 | 2.00 | 2.16 |
| 501 - 750 | 2.40 | 2.07 | 2.00 | 2.19 |
| 751 - 1000 | 2.80 | 1.56 | 2.30 | 1.90 |
| 1001 - 1500 | 3.50 | 2.44 | 2.07 | 2.31 |
| Over 1500 | 4.00 | 2.00 | 2.32 | 2.37 |
| All enrollments..... | 2.37 | 1.87 | 2.20 | 2.16 |
| Number of schools responding..... | 69 | 60 | 51 | 180 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 9.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.83 | 2.50 | 2.75 | 2.74 |
| Suburban | 1.97 | 1.77 | 1.92 | 1.87 |
| Rural | 3.00 | 2.00 | 2.33 | 2.38 |
| Combination | 2.69 | 1.50 | 2.30 | 2.37 |
| All regions..... | 2.38 | 1.86 | 2.20 | 2.16 |
| Number of schools responding..... | 68 | 59 | 51 | 178 |
| Analysis of variance significance[c]..... | yes | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

ITEM 10

MORAL/ETHICAL/VALUES EDUCATION

**MORAL/ETHICAL/VALUES EDUCATION**

10 In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., especially devoted to MORAL/ETHICAL/VALUES EDUCATION, e.g., a unit on moral/ethical dilemmas, a set of exercises on values clarification, a unit or course on fairness and respect for others. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 10a and item 10b.*

**YES** *Go on to both items 10a and 10b.* **NO** *Go on to item 10b.*

10a.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

10b How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

TABLE 10.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 74.3 | 67.2 | 60.9 | 67.8 |
| One | 21.6 | 29.7 | 20.3 | 23.8 |
| Two | 4.1 | 0.0 | 12.5 | 5.4 |
| Three | 0.0 | 1.6 | 3.1 | 1.5 |
| Four | 0.0 | 0.0 | 1.6 | 0.5 |
| Five | 0.0 | 1.6 | 0.0 | 0.5 |
| Six | 0.0 | 0.0 | 1.6 | 0.5 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.30 | 0.42 | 0.70 | 0.47 |
| Standard error of the mean..... | 0.06 | 0.07 | 0.14 | 0.06 |

[a]For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 10.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 28.6 | 20.0 | 0.0 | 24.6 |
| 501 - 750 | 26.7 | 58.8 | 42.9 | 43.6 |
| 751 - 1000 | 0.0 | 20.0 | 33.3 | 21.4 |
| 1001 - 1500 | 50.0 | 33.3 | 30.0 | 32.3 |
| Over 1500 | 0.0 | 50.0 | 50.0 | 48.1 |
| All enrollments.... | 26.8 | 33.3 | 39.1 | 32.7 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | no | no |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 10.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 11.1 | 22.2 | 41.7 | 23.1 |
| Suburban | 34.2 | 33.3 | 24.2 | 31.0 |
| Rural | 66.7 | 25.0 | 55.6 | 50.0 |
| Combination | 15.4 | 50.0 | 70.0 | 40.7 |
| All regions..... | 26.4 | 32.3 | 39.1 | 32.3 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | yes | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 10.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 27.8 | 20.0 | 16.7 | 22.0 |
| Interested | 37.5 | 28.3 | 44.4 | 36.6 |
| Somewhat interested | 29.2 | 38.3 | 27.8 | 31.7 |
| Not interested | 5.6 | 13.3 | 11.1 | 9.7 |
| Number of schools responding..... | 72 | 60 | 54 | 186 |
| Mean degree of interest[a]..... | 2.88 | 2.55 | 2.67 | 2.71 |
| Standard error of the mean..... | 0.10 | 0.12 | 0.12 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 10.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT [a]

| Enrollment [b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.89 | 2.60 | - | 2.84 |
| 501 - 750 | 2.66 | 2.93 | 2.67 | 2.78 |
| 751 - 1000 | 3.40 | 2.17 | 3.00 | 2.54 |
| 1001 - 1500 | 2.50 | 2.78 | 2.35 | 2.50 |
| Over 1500 | 3.00 | 2.50 | 2.77 | 2.76 |
| All enrollments..... | 2.87 | 2.54 | 2.67 | 2.70 |
| Number of schools responding..... | 70 | 59 | 54 | 183 |
| Analysis of variance significance [c]..... | no | no | no | no |

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 10.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.83 | 2.62 | 3.00 | 2.84 |
| Suburban | 2.80 | 2.48 | 2.32 | 2.56 |
| Rural | 3.00 | 2.75 | 3.00 | 2.94 |
| Combination | 3.23 | 3.00 | 2.89 | 3.08 |
| All regions..... | 2.91 | 2.53 | 2.67 | 2.72 |
| Number of schools responding..... | 70 | 58 | 54 | 182 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

# ITEM 11

## STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE

### STUDENT INVOLVEMENT IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL

11 In curricular or extracurricular programs, does your school currently INVOLVE STUDENTS IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL, e.g., decisions about a dress code, discipline procedures, playground rules, or study hall procedures? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 11a and item 11b.*

**YES** *Go on to both items 11a and 11b.* **NO** *Go on to item 11b.*

11a.

| What decisions have students been involved in making this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

11b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

TABLE 11.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 64.9 | 37.5 | 25.0 | 43.6 |
| One | 9.5 | 12.5 | 14.1 | 11.9 |
| Two | 16.2 | 15.6 | 25.0 | 18.8 |
| Three | 5.4 | 15.6 | 21.9 | 13.9 |
| Four | 4.1 | 9.4 | 3.1 | 5.4 |
| Five | 0.0 | 6.3 | 7.8 | 4.5 |
| Six | 0.0 | 3.1 | 3.1 | 2.0 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.74 | 1.78 | 2.00 | 1.47 |
| Standard error of the mean..... | 0.13 | 0.22 | 0.21 | 0.12 |

[a]For this item, the number of activities was the number of decisions which students had been involved in making this year.

TABLE 11.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 36.7 | 50.0 | 0.0 | 38.3 |
| 501 - 750 | 26.7 | 70.6 | 71.4 | 53.8 |
| 751 - 1000 | 40.0 | 64.0 | 50.0 | 57.1 |
| 1001 - 1500 | 0.0 | 55.6 | 90.0 | 74.2 |
| Over 1500 | 100.0 | 50.0 | 79.2 | 77.8 |
| All enrollments.... | 34.7 | 61.9 | 75.0 | 56.3 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | yes | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 11.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 27.8 | 66.7 | 75.0 | 51.3 |
| Suburban | 42.1 | 62.2 | 66.7 | 56.9 |
| Rural | 66.7 | 50.0 | 77.8 | 68.8 |
| Combination | 23.1 | 75.0 | 100.0 | 59.3 |
| All regions..... | 36.1 | 62.9 | 75.0 | 57.1 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 11.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 22.2 | 16.9 | 31.0 | 23.3 |
| Interested | 31.9 | 32.2 | 37.9 | 33.9 |
| Somewhat interested | 30.6 | 33.9 | 20.7 | 28.6 |
| Not interested | 15.3 | 16.9 | 10.3 | 14.3 |
| Number of schools responding..... | 72 | 59 | 58 | 189 |
| Mean degree of interest[a]..... | 2.61 | 2.49 | 2.90 | 2.66 |
| Standard error of the mean..... | 0.12 | 0.12 | 0.13 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 11.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.62 | 2.00 | 4.00 | 2.54 |
| 501 - 750 | 2.33 | 2.63 | 3.14 | 2.60 |
| 751 - 1000 | 2.80 | 2.55 | 3.00 | 2.70 |
| 1001 - 1500 | 2.50 | 2.67 | 2.58 | 2.60 |
| Over 1500 | 3.00 | 1.50 | 3.00 | 2.88 |
| All enrollments..... | 2.57 | 2.47 | 2.90 | 2.64 |
| Number of schools responding..... | 70 | 58 | 58 | 186 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 11.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.28 | 2.67 | 3.33 | 2.64 |
| Suburban | 2.67 | 2.46 | 2.70 | 2.60 |
| Rural | 3.00 | 2.75 | 2.78 | 2.81 |
| Combination | 2.85 | 2.00 | 3.20 | 2.88 |
| All regions..... | 2.61 | 2.49 | 2.90 | 2.66 |
| Number of schools responding..... | 70 | 57 | 58 | 185 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

ITEM 12

STUDENT ACTIVITIES IN THE COMMUNITY

**STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS**

12 In curricular or extracurricular programs, does your school currently conduct or facilitate STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS,* e.g., municipal government, public welfare office, day care center? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 12a and item 12b.*

**YES** *Go on to both items 12a and 12b.* **NO** *Go on to item 12b.*

12a

| What agencies have students worked at this year? | What activities have students carried out this year? | How many hours in all has the average student given to an activity or study this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

12b How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

*Not business or commercial organizations

TABLE 12.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 90.5 | 84.4 | 40.6 | 72.8 |
| One | 6.8 | 10.9 | 10.9 | 9.4 |
| Two | 2.7 | 3.1 | 17.2 | 7.4 |
| Three | 0.0 | 1.6 | 12.5 | 4.5 |
| Four | 0.0 | 0.0 | 9.4 | 3.0 |
| Five | 0.0 | 0.0 | 3.1 | 1.0 |
| Six | 0.0 | 0.0 | 1.6 | 0.5 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 1.6 | 0.5 |
| Nine or more | 0.0 | 0.0 | 3.1 | 1.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.12 | 0.22 | 1.86 | 0.70 |
| Standard error of the mean..... | 0.04 | 0.07 | 0.28 | 0.11 |

[a]For this item, the number of activities was the number of agencies students worked with or the number of activities they carried out this year.

TABLE 12.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 6.1 | 10.0 | 100.0 | 8.3 |
| 501 - 750 | 13.3 | 5.9 | 71.4 | 20.5 |
| 751 - 1000 | 20.0 | 24.0 | 33.3 | 26.2 |
| 1001 - 1500 | 0.0 | 11.1 | 50.0 | 35.5 |
| Over 1500 | 100.0 | 50.0 | 75.0 | 74.1 |
| All enrollments.... | 9.7 | 15.9 | 59.4 | 27.6 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | yes | no | no | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 12.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 16.7 | 22.2 | 83.3 | 38.5 |
| Suburban | 5.3 | 13.3 | 51.5 | 21.6 |
| Rural | 0.0 | 0.0 | 44.4 | 25.0 |
| Combination | 7.7 | 25.0 | 70.0 | 33.3 |
| All regions..... | 8.3 | 14.5 | 59.4 | 26.8 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 12.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 4.3 | 6.3 | 27.1 | 12.0 |
| Interested | 18.6 | 20.6 | 33.9 | 24.1 |
| Somewhat interested | 30.4 | 33.3 | 32.2 | 31.9 |
| Not interested | 46.4 | 39.7 | 6.8 | 31.9 |
| Number of schools responding..... | 69 | 63 | 59 | 191 |
| Mean degree of interest[a]..... | 1.81 | 1.93 | 2.81 | 2.16 |
| Standard error of the mean..... | 0.11 | 0.12 | 0.12 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 12.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 1.80 | 2.00 | 4.00 | 1.86 |
| 501 - 750 | 1.53 | 1.62 | 3.00 | 1.84 |
| 751 - 1000 | 2.20 | 1.96 | 3.00 | 2.25 |
| 1001 - 1500 | 2.00 | 2.22 | 2.47 | 2.37 |
| Over 1500 | 4.00 | 2.00 | 2.91 | 2.88 |
| All enrollments..... | 1.81 | 1.92 | 2.81 | 2.16 |
| Number of schools responding..... | 68 | 62 | 59 | 189 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 12.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 1.94 | 2.00 | 2.90 | 2.22 |
| Suburban | 1.68 | 1.91 | 2.57 | 2.02 |
| Rural | 1.67 | 1.75 | 3.00 | 2.44 |
| Combination | 2.00 | 2.00 | 3.30 | 2.48 |
| All regions..... | 1.81 | 1.92 | 2.81 | 2.16 |
| Number of schools responding..... | 68 | 61 | 59 | 188 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

ITEM 13

MEASURES OF SOCIAL DEVELOPMENT

**SCHOOL USES A FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT**

13 Does your school currently use a FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT, e.g., a social attitudes or values questionnaire, the Mooney checklist, an inventory of personal aptitudes, a kindergarten social readiness test? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 13a and item 13b.*

**YES** *Go on to both items 13a and 13b.* **NO** *Go on to item 13b*

13a.

| What is the name or the nature of the test(s)? | How often has the school administered the test this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

13b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

TABLE 13.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 86.5 | 92.2 | 89.1 | 89.1 |
| One | 9.5 | 7.8 | 6.3 | 7.9 |
| Two | 4.1 | 0.0 | 4.7 | 3.0 |
| Three | 0.0 | 0.0 | 0.0 | 0.0 |
| Four | 0.0 | 0.0 | 0.0 | 0.0 |
| Five | 0.0 | 0.0 | 0.0 | 0.0 |
| Six | 0.0 | 0.0 | 0.0 | 0.0 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.18 | 0.08 | 0.16 | 0.14 |
| Standard error of the mean..... | 0.06 | 0.04 | 0.06 | 0.03 |

[a]For this item, the number of activities was the number of tests to measure students' social skills, growth, or development administered this year.

TABLE 13.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 16.3 | 0.0 | 0.0 | 13.3 |
| 501 - 750 | 0.0 | 5.9 | 0.0 | 2.6 |
| 751 - 1000 | 0.0 | 8.0 | 8.3 | 7.1 |
| 1001 - 1500 | 50.0 | 22.2 | 15.0 | 19.4 |
| Over 1500 | 0.0 | 0.0 | 12.5 | 11.1 |
| All enrollments.... | 12.5 | 7.9 | 10.9 | 10.6 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | no | no | no |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 13.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 22.2 | 11.1 | 0.0 | 12.8 |
| Suburban | 7.9 | 8.9 | 9.1 | 8.6 |
| Rural | 33.3 | 0.0 | 22.2 | 18.8 |
| Combination | 7.7 | 0.0 | 20.0 | 11.1 |
| All regions..... | 12.5 | 8.1 | 10.9 | 10.6 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 13.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 12.9 | 11.5 | 20.0 | 14.5 |
| Interested | 25.7 | 19.7 | 38.2 | 27.4 |
| Somewhat interested | 42.9 | 47.5 | 23.6 | 38.7 |
| Not interested | 18.6 | 21.3 | 18.2 | 19.4 |
| Number of schools responding..... | 70 | 61 | 55 | 186 |
| Mean degree of interest[a]..... | 2.33 | 2.21 | 2.60 | 2.37 |
| Standard error of the mean..... | 0.11 | 0.12 | 0.14 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 13.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT,[a] BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.24 | 2.33 | 3.00 | 2.27 |
| 501 - 750 | 2.00 | 2.06 | 3.00 | 2.19 |
| 751 - 1000 | 2.60 | 2.12 | 2.60 | 2.30 |
| 1001 - 1500 | 3.50 | 2.56 | 2.28 | 2.45 |
| Over 1500 | 4.00 | 2.50 | 2.75 | 2.78 |
| All enrollments..... | 2.28 | 2.21 | 2.60 | 2.35 |
| Number of schools responding..... | 68 | 61 | 55 | 184 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 13.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.50 | 2.33 | 2.78 | 2.53 |
| Suburban | 2.15 | 2.14 | 2.36 | 2.20 |
| Rural | 2.67 | 2.50 | 2.89 | 2.75 |
| Combination | 2.38 | 2.25 | 2.89 | 2.54 |
| All regions..... | 2.31 | 2.20 | 2.60 | 2.36 |
| Number of schools responding..... | 68 | 60 | 55 | 183 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

ITEM 14

GLOBAL EDUCATION

**INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES**

14. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 14a and item 14b.*

YES *Go on to both items 14a and 14b.* NO *Go on to item 14b.*

14b.

| Name the course(s), seminar(s), unit(s), etc., the school has conducted this year. | What topics have pupils studied this year? | How often has the school conducted the course(s), unit(s), etc., this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

14b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this subject area at my school. | Want to discuss needs and interests at my school that this subject area addresses. | Like to know more about this. | |

TABLE 14.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 73.0 | 64.1 | 31.3 | 56.9 |
| One | 13.5 | 18.8 | 17.2 | 16.3 |
| Two | 6.8 | 6.3 | 15.6 | 9.4 |
| Three | 4.1 | 7.8 | 9.4 | 6.9 |
| Four | 0.0 | 1.6 | 14.1 | 5.0 |
| Five | 1.4 | 1.6 | 9.4 | 4.0 |
| Six | 0.0 | 0.0 | 3.1 | 1.0 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 1.4 | 0.0 | 0.0 | 0.5 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.57 | 0.69 | 1.98 | 1.05 |
| Standard error of the mean..... | 0.15 | 0.14 | 0.23 | 0.11 |

[a]For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 14.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 28.6 | 10.0 | 100.0 | 26.7 |
| 501 - 750 | 13.3 | 23.5 | 57.1 | 25.6 |
| 751 - 1000 | 40.0 | 44.0 | 66.7 | 50.0 |
| 1001 - 1500 | 0.0 | 55.6 | 70.0 | 61.3 |
| Over 1500 | 0.0 | 0.0 | 70.8 | 66.7 |
| All enrollments.... | 25.0 | 34.9 | 68.8 | 42.2 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | yes | no | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 14.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 22.2 | 11.1 | 58.3 | 30.8 |
| Suburban | 23.7 | 42.2 | 75.8 | 45.7 |
| Rural | 33.3 | 25.0 | 55.6 | 43.8 |
| Combination | 30.8 | 0.0 | 70.0 | 40.7 |
| All regions..... | 25.0 | 33.9 | 68.8 | 41.9 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | no | no | no | no |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 14.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 7.1 | 5.1 | 21.8 | 10.9 |
| Interested | 24.3 | 33.9 | 36.4 | 31.0 |
| Somewhat interested | 37.1 | 44.1 | 32.7 | 38.0 |
| Not interested | 31.4 | 16.9 | 9.1 | 20.1 |
| Number of schools responding..... | 70 | 59 | 55 | 184 |
| Mean degree of interest[a]..... | 2.07 | 2.27 | 2.71 | 2.33 |
| Standard error of the mean..... | 0.11 | 0.10 | 0.12 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 14.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.09 | 2.20 | 2.00 | 2.11 |
| 501 - 750 | 1.67 | 2.31 | 2.25 | 2.03 |
| 751 - 1000 | 2.20 | 2.19 | 3.00 | 2.42 |
| 1001 - 1500 | 2.50 | 2.33 | 2.61 | 2.52 |
| Over 1500 | 4.00 | 2.50 | 2.77 | 2.80 |
| All enrollments..... | 2.04 | 2.26 | 2.71 | 2.31 |
| Number of schools responding..... | 69 | 58 | 55 | 182 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 14.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle of junior high | Senior high | All levels |
| Urban | 2.06 | 1.89 | 2.60 | 2.16 |
| Suburban | 1.88 | 2.29 | 2.59 | 2.23 |
| Rural | 2.67 | 2.67 | 2.67 | 2.67 |
| Combination | 2.46 | 2.25 | 3.22 | 2.69 |
| All regions..... | 2.07 | 2.24 | 2.70 | 2.32 |
| Number of schools responding..... | 69 | 57 | 55 | 181 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

# ITEM 15

## ANALYSIS OF THE MASS MEDIA

### STUDENTS CRITICALLY ANALYZE LOCAL AND NATIONAL MASS MEDIA

15. In curricular or extracurricular programs, do teachers at your school currently GIVE ASSIGNMENTS THAT ASK STUDENTS TO ANALYZE CRITICALLY LOCAL AND NATIONAL MASS MEDIA, e.g., evaluate a TV program, decide if a film is socially meaningful, criticize radio news reporting of a controversial issue or event? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 15a and item 15b.*

**YES** *Go on to both items 15a and 15b.* **NO** *Go on to item 15b.*

15a.

| What issues have students analyzed this year? | What media were involved? | How often has an assignment been given this year? | In what grade(s) are the students? | Roughly, what percent of students within each grade participate? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

15b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

TABLE 15.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 52.7 | 35.9 | 26.6 | 39.1 |
| One | 27.0 | 25.0 | 28.1 | 26.7 |
| Two | 9.5 | 20.3 | 12.5 | 13.9 |
| Three | 6.8 | 6.3 | 14.1 | 8.9 |
| Four | 4.1 | 6.3 | 9.4 | 6.4 |
| Five | 0.0 | 1.6 | 3.1 | 1.5 |
| Six | 0.0 | 0.0 | 1.6 | 0.5 |
| Seven | 0.0 | 1.6 | 3.1 | 1.5 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 3.1 | 1.6 | 1.5 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.82 | 1.56 | 1.94 | 1.41 |
| Standard error of the mean..... | 0.13 | 0.25 | 0.25 | 0.12 |

[a]For this item, the number of activities was the number of issues which students had analyzed this year.

TABLE 15.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 51.0 | 60.0 | 100.0 | 53.3 |
| 501 - 750 | 40.0 | 88.2 | 57.1 | 64.1 |
| 751 - 1000 | 40.0 | 56.0 | 75.0 | 59.5 |
| 1001 - 1500 | 50.0 | 44.4 | 65.0 | 58.1 |
| Over 1500 | 100.0 | 0.0 | 83.3 | 81.5 |
| All enrollments.... | 48.6 | 63.5 | 73.4 | 61.3 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | no | yes | no | no |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 15.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 55.6 | 66.7 | 66.7 | 61.5 |
| Suburban | 52.6 | 64.4 | 66.7 | 61.2 |
| Rural | 100.0 | 75.0 | 100.0 | 93.8 |
| Combination | 15.4 | 25.0 | 80.0 | 40.7 |
| All regions..... | 48.6 | 62.9 | 73.4 | 61.1 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | yes | no | no | yes |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 15.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 13.2 | 21.0 | 22.2 | 18.5 |
| Interested | 47.1 | 30.6 | 31.5 | 37.0 |
| Somewhat interested | 27.9 | 41.9 | 31.5 | 33.7 |
| Not interested | 11.8 | 6.5 | 14.8 | 10.9 |
| Number of schools responding..... | 68 | 62 | 54 | 184 |
| Mean degree of interest[a]..... | 2.62 | 2.66 | 2.61 | 2.63 |
| Standard error of the mean..... | 0.10 | 0.11 | 0.14 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 15.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.49 | 2.50 | 2.00 | 2.48 |
| 501 - 750 | 2.60 | 2.75 | 2.67 | 2.68 |
| 751 - 1000 | 3.20 | 2.67 | 2.80 | 2.77 |
| 1001 - 1500 | 3.00 | 2.44 | 2.12 | 2.29 |
| Over 1500 | 4.00 | 3.00 | 2.95 | 3.00 |
| All enrollments..... | 2.61 | 2.64 | 2.61 | 2.62 |
| Number of schools responding..... | 66 | 61 | 54 | 181 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 15.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 2.83 | 2.44 | 2.78 | 2.72 |
| Suburban | 2.34 | 2.59 | 2.41 | 2.47 |
| Rural | 3.00 | 3.33 | 2.89 | 3.00 |
| Combination | 2.92 | 2.75 | 2.78 | 2.85 |
| All regions..... | 2.62 | 2.62 | 2.61 | 2.62 |
| Number of schools responding..... | 66 | 60 | 54 | 180 |
| Analysis of variance significance[c]..... | no | no | no | yes |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

BEST COPY AVAILABLE

ITEM 16

IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT

**IN-SERVICE WORKSHOPS ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT**

16. Does your school currently conduct IN-SERVICE WORKSHOPS FOR STAFF ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT, e.g., workshops on democratic vs. authoritarian school climate, classroom management techniques, student disciplinary procedures, development of self-esteem. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 16a and item 16b.*

**YES** *Go on to both items 16a and 16b.* **NO** *Go on to item 16b.*

16a.

| What topics have been presented and discussed at workshop(s) this year? | How often have the workshop(s) been conducted this year? | What grades do participating teachers teach? | Roughly, what percent of teachers within each grade participated? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

16b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

| VERY INTERESTED | INTERESTED | SOMEWHAT INTERESTED | NOT INTERESTED |
|---|---|---|---|
| Ready to consider assigning resources to the development of this type of activity at my school. | Want to discuss needs and interests at my school that this type of activity addresses. | Like to know more about this. | |

TABLE 16.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL

| Number of activities[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| None | 66.2 | 54.7 | 60.9 | 60.9 |
| One | 16.2 | 25.0 | 17.2 | 19.3 |
| Two | 13.5 | 17.2 | 12.5 | 14.4 |
| Three | 1.4 | 3.1 | 7.8 | 4.0 |
| Four | 2.7 | 0.0 | 1.6 | 1.5 |
| Five | 0.0 | 0.0 | 0.0 | 0.0 |
| Six | 0.0 | 0.0 | 0.0 | 0.0 |
| Seven | 0.0 | 0.0 | 0.0 | 0.0 |
| Eight | 0.0 | 0.0 | 0.0 | 0.0 |
| Nine or more | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of schools responding..... | 74 | 64 | 64 | 202 |
| Mean number of activities..... | 0.58 | 0.69 | 0.72 | 0.66 |
| Standard error of the mean..... | 0.11 | 0.11 | 0.13 | 0.07 |

[a]For this item, the number of activities was the number of topics which had been presented and discussed at teacher and administrator workshops this year.

TABLE 16.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND ENROLLMENT

| Enrollment[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 26.5 | 30.0 | 100.0 | 28.3 |
| 501 - 750 | 40.0 | 41.2 | 14.3 | 35.9 |
| 751 - 1000 | 80.0 | 48.0 | 8.3 | 40.5 |
| 1001 - 1500 | 0.0 | 66.7 | 45.0 | 48.4 |
| Over 1500 | 100.0 | 100.0 | 54.2 | 55.6 |
| All enrollments.... | 33.3 | 46.0 | 39.1 | 39.2 |
| Number of schools responding..... | 72 | 63 | 64 | 199 |
| Kendall's Tau C significance[b]..... | yes | no | yes | yes |

[a]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b]For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 16.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND NATURE OF REGION

| Nature of region[a] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 61.1 | 66.7 | 41.7 | 56.4 |
| Suburban | 28.9 | 42.2 | 36.4 | 36.2 |
| Rural | 0.0 | 25.0 | 22.2 | 18.8 |
| Combination | 15.4 | 75.0 | 60.0 | 40.7 |
| All regions..... | 33.3 | 46.8 | 39.1 | 39.4 |
| Number of schools responding..... | 72 | 62 | 64 | 198 |
| Chi square significance[b]..... | yes | no | no | yes |

[a]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b]For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 16.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT BY SCHOOL LEVEL

| Degree of interest | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Very interested | 30.0 | 16.9 | 38.5 | 28.2 |
| Interested | 41.4 | 37.3 | 36.5 | 38.7 |
| Somewhat interested | 21.4 | 32.2 | 17.3 | 23.8 |
| Not interested | 7.1 | 13.6 | 7.7 | 9.4 |
| Number of schools responding..... | 73 | 60 | 52 | 183 |
| Mean degree of interest[a]..... | 2.94 | 2.58 | 3.06 | 2.86 |
| Standard error of the mean..... | 0.10 | 0.12 | 0.13 | 0.07 |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 16.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO IN SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND ENROLLMENT[a]

| Enrollment[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| 500 or fewer | 2.74 | 2.80 | 4.00 | 2.78 |
| 501 - 750 | 3.20 | 2.67 | 3.33 | 3.03 |
| 751 - 1000 | 3.40 | 2.46 | 2.90 | 2.69 |
| 1001 - 1500 | 3.50 | 2.50 | 2.88 | 2.81 |
| Over 1500 | 4.00 | 2.00 | 3.16 | 3.14 |
| All enrollments..... | 2.93 | 2.57 | 3.06 | 2.85 |
| Number of schools responding..... | 70 | 58 | 52 | 179 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 16.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND NATURE OF REGION[a]

| Nature of region[b] | School level | | | |
|---|---|---|---|---|
| | Elementary | Middle or junior high | Senior high | All levels |
| Urban | 3.22 | 2.25 | 3.00 | 2.94 |
| Suburban | 2.72 | 2.58 | 3.08 | 2.77 |
| Rural | 3.00 | 3.00 | 3.00 | 3.00 |
| Combination | 3.15 | 2.75 | 3.13 | 2.08 |
| All regions..... | 2.94 | 2.57 | 3.06 | 2.86 |
| Number of schools responding..... | 70 | 58 | 52 | 180 |
| Analysis of variance significance[c]..... | no | no | no | no |

[a]The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b]The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c]For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.